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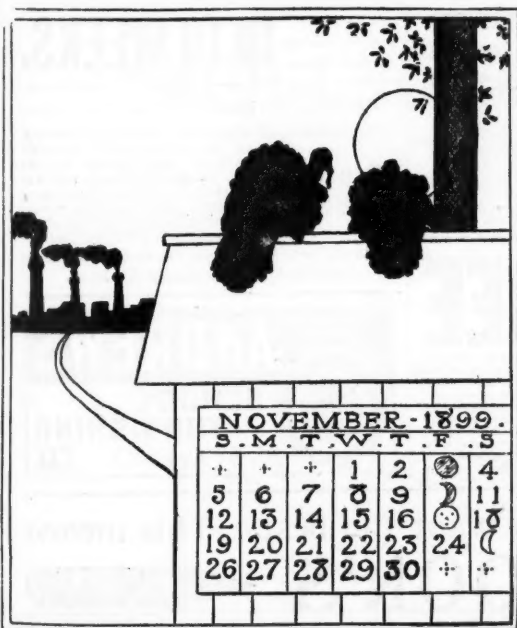
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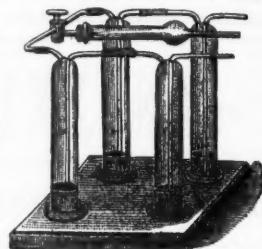
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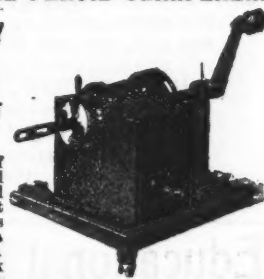
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LIX

For the Week Ending November 18.

No. 19

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Problems of the Twentieth Century.

The century just closing has solved many questions in education, but it must turn over to the one soon to come other questions as significant and essential as those already settled. A few of these are discussed by Pres. Charles F. Thwing, of Western Reserve university, in the *Forum* for November.

"The first of the questions," he says, "relates to uniting in the studies and the methods of the higher education the principle of unity and the principle of individuality. The college has developed in the last third of the nineteenth century the principle of individuality. It has developed this principle largely thru the elective system of studies.

"The college has not failed to recognize that what is food to a student in one period of his career may not be food to him at all in the other periods of his career. All this and much more has been worked out and put onto the shelves of our intellectual storehouse.

"But the colleges have made but small use of the opposite principle, which is also one of the great results of the century; namely, the principle of unity—a principle which is not more true in the realm of nature than in the realm of mind. Man is ever the same man. The soul is ever the same soul. The mind that asks manifold questions in youth is the same mind that asks its less manifold, but hardly less important, questions of nature and humanity in its maturity.

"In education, as in all life and nature, these two principles of unity and individuality are to be joined. As applied to the curriculum and to the students' use of the curriculum the union will tend to do away with that bane of our educational system, a haphazardness in the choice of studies. This union will give directness in aim; and directness in aim will contribute to force in execution and administration; and force thus used will add to consistency and general worthiness. The studies of the freshman year will be chosen in the light of the needs of the senior year; and both years will derive their purpose from what the man desires to know and to be after his college career.

The Law of Returns.

"The next century will give us aid in determining the law of diminishing and increasing returns in studies. What this law is we have begun to learn from experimentation. We have learned that a language may continue to grow in its power over the student until he is possessed of the spirit of its literature, and of the people out of whom it grew and whom it in turn helped to create. The first three or four years in the study of Latin or Greek are the least profitable. But when one has become in a degree the master of a language, as, for instance, of the Latin, he is prepared to become a sympathetic student of these peoples themselves. He thus causes the life of this one nation to become an integral part of his own life.

"But this study has its limitations. For the student may, after six years of reading and of reflection upon the institutions of Rome, become conscious that he is not getting the benefit from these studies that once he received. He has entered into the narrowing margin of profit. He gets less and less for a larger and larger expenditure. The same principle in its application of diminishing or increasing returns applies to mathematics or to the sciences or, indeed, to any subject.

Education for the Common and the Uncommon.

"A third question which is transferred to the next age relates to the uniting of a wider inclusiveness of students of ordinary abilities with the giving of special training to the ablest students. A college education should become yet more common for common men; and also a college education should become yet more precious for the best men. Education should become common, indeed; but the peril is that in making education common we are neglecting the uncommon man. The need of the uncommon man is great, very great. The importance of leadership is of the utmost urgency in the conduct of American affairs. Its importance cannot be overstated. The uncommon man who is poor in purse must, at all events, be educated; and the uncommon man who is rich should not be deterred by any cause from giving himself a superlative discipline and training for life's supreme service as well as for life's smallest duties.

[Knowledge and Vitality,

"To unite vitality in the teacher with expert knowledge is another problem which the age just closing carries over into the new. Vitality is the content of a full and vigorous personality. To overestimate its importance to the teacher, or to any one whose relations are with men, is impossible. It is life, life fullest, largest, most living. It is health, health which is healthy and healthful. It is largeness of faculty and the proper action of function. It is the surplus of every sort. It is force. In its origin it is constitutional, belonging to the whole personality. In its sense of continuance and enlargement its nourishment is drawn from all that can minister to the individual welfare. In its results it is, of course, rich and splendid. Without it, no one dealing with men can hope for the noblest results. To his task the teacher must bear this great quality of life; and from him his task must not take it away. For, be it said, the teacher is in peril lest his task do take away his life. That dull and tired eye is not an uncommon characteristic of the veteran teacher. It means that the peril of losing vitality has actually materialized. That faithfulness which is as long as the school year and as constant as the recitations, the never ceasing draught of question and answer, sending life from heart to head and from head to heart, the anxiety for the indifferent or for the evil—these and all such conditions—draw from the teacher his best and his fullest power. The teacher must be vital. School boards and school trustees are wise in judgment and sound in administration when they demand a living teacher. But school boards and school trustees are too often not wise in judgment in allowing the life of the teacher to be sapped and sucked.

"But expert knowledge is also required; and expert knowledge is narrower by far, of course, than the region that vitality covers. The man of knowledge, large and exact, is constantly sought for. This equipment has been secured thru years of general and special study. But the price so often paid for this fine and rich equipment has not found its chief element of expense in time or money, but in life. As the intellect of the student has become enlarged and enriched and trained, the vitality of the student has become drained, depleted, and impaired. The problem of the new century will be to make the condition of vitality in the teacher not only consistent with but promotive of power of the intellect, and to make large

intellectual resources the mighty minister of a vital personality.

Culture and Power.

"Akin to this question, and yet in certain respects distinct from it, is the question of uniting in the same personality culture and power. Culture is primarily a function of the intellect. Power is primarily a function of the will. The man of culture knows; the man of power does. The man of culture is in peril of sitting by the side of the ocean of life, careless of or indifferent to the lives that are intrusting themselves to its dangers, but appreciative of its grandeur and sublimity; the man of power is in peril of rushing into the tumultuous waves to rescue something, whether it be a log or a wrecked sailor or a bottle—he hardly knows what. The old college did not make the man of culture; but it did make the man of power. The new college is doing somewhat to make the man of culture. The new college is also doing somewhat to make the man of power. In the new century the college will exalt each purpose and will also unite them. The man of the finest culture will be also the man of the greatest power; and the man of the greatest power will be the man of the finest culture.

"These two purposes of culture and power are somewhat embodied in the two special schools of the higher education. It is a notorious fact that the modern scientific school does not train gentlemen of culture. It makes good engineers, chemists, or electricians.

"The college does not make engineers or chemists or electricians, but it does endeavor to make men of liberal learning. The union of these two sides of our educational course would be exceedingly advantageous. Let the scientific school make the technical scholar; and, in making him such, let it also make the gentleman of culture. Let the college, in making the man of culture, make also the engineer or the chemist or the electrician.

Place of the College.

"Let me refer to one more question which the nineteenth century hands over to the twentieth. It is the central and fundamental question of the integrity of the college. The college is beset with foes on its rear and on its front. The foe on the rear is the fitting school. The foe on the front is the professional school. The antagonist on the rear is an antagonist not because of its desire, but by reason of the conditions of the college. For the college has from time to time increased the requirements for admission to its freshman class from two to three years, and from three to four years; so that the student is tempted to jump over the college directly from the academy to the professional school. On the other side, the professional school is unwittingly tending to render the college impossible. The college has surrendered to the professional school in a degree thru allowing courses, in certain instances, to count toward its own first degree. The college is thus in peril of losing its first year and also its last. The academy is willing, and eager, to do the first year's work. The professional school is willing to do the senior year's work. The new century will discover that the adjustment is to be made not in the professional school or in the academy, but in the grammar and the primary schools. In the grammar and the primary schools time is to be saved, better methods are to be adopted, and better teachers are to be secured."

A Common Educational Creed:

Do We Need One for the Education of the People?

Popular education, as the French understand it, is post-scholastic education, the work of the night schools, the public lecture courses, etc. It is to-day the most interesting phase of French education, supported as it is by the almost fanatical zeal of the French public school teachers, a great number of whom are, without financial remuneration, giving their services to the cause. Among the more zealous there has lately arisen a cry for a creed, a common bond of belief and aim. It has been pointed

out that with all its furious energy the post-scholastic movement is not getting definite results because its purpose is not yet clear. In the words of one critic, "It is important, in order that the work shall be efficacious, that those who have established it shall be concerned with something more precise than the goodness of man or the social reign of justice. They ought to come to an understanding upon certain positive affirmations; they ought to look at things from some common point of view. Being secular should not be synonymous with being negative. It is surely not impossible that some of the great philosophical doctrines can become popular doctrines of everyday life."

This position is assailed in the *Revue Universitaire* by M. Paul Crouzet, of the lycee at Toulouse, himself the author of an eloquent book on *L'education et le peuple*. His argument leads to the conclusion that, while popular education should have educational creeds, it needs no creed. In other words he pleads for diversity rather than for unity of creed.

"Without doubt," he says, "unity of creed, when effective, produces powerful results. A very apparent instance is in the church schools, where education is based upon fixed principles to which all give their formal assent. The training given in such institutions is severe, accurate, logical; but it lacks in breadth and perspective.

"For certain practical purposes of instruction community of creed is undeniably useful. Yet from the point of view of the highest education it may be uncontestedly harmful. It is, at best, only a fiction. No body of men really ever think alike. But to pretend that they do is sometimes of advantage. It is comparable with the numerous conventions of mathematics.

"It is a question, however, if in such instruction as popular education seeks to give, any convention is necessary. The whole aim of the work is, I take it, to cultivate in the people the spirit of free inquiry. Often you hear people say that we ought to have for our creed the improvement of French citizenship. For some of us perhaps that may be the right aim, but not for all. Not everybody who has joined in our movement has the feeling of civic devotion; many feel themselves quite outside of mere patriotism; they are cosmopolitan, not national. In fact we have to fall back upon one of those vague abstractions with which so much fault has been found; the ultimate aim of popular education is to make people think. If that is a creed, I am willing to subscribe; but it is not a creed in the commonly received sense of the word.

"Further, if one believes that the ulterior aim of popular education is the cultivation of the spirit of free inquiry, I do not see how one can avoid the conclusion that a body of definite doctrines is, as a rule, inimical to the spirit of free inquiry. Even among the best trained and most cultivated people subscription to a formal creed imposed from without is apt to leave a benumbing effect. Much more is its effect to be feared upon the simple and uneducated. If one is sure that the philosophical doctrines on which one's educational system is built are infallible, well and good. But if their only test of correctness is their acceptance by a considerable body of thinkers at some particular period of time, there is always the lurking danger of giving to the people, not the truth, but a mirage.

"Yet it is to us who instruct that the greatest injury would be done by a definite creed. We have always been told that in education the matter counts for less than the spirit; the acquisition of new ideas than the awakening and directing of the intelligence. Nothing ought to be imposed upon us which can in any way interfere with our passion for truth. It ought to be our delight to set the example to our classes of patient, painstaking search after the best light. By all means let each of us have his own creed, something he subscribes to heart and soul—something that is not static and immovable but progressive and subject to revision as the man grows.

"Finally, the collaboration of the universities with the work of popular education is possible only in case liberty

is allowed every man to be himself. The universities have always been nurseries of freedom of inquiry. In them men, united by no common bond except the determination to provoke thought in their pupils, teach side by side, each his own precise ideas. No great university, to my knowledge, is unified by a definitely formulated creed. Yet the moral and social unity is there. It is the fruit of freedom.

"Now is it not possible that the diversity of opinions among popular educators is far less great than among university people? In a university you will find the widest possible extremes of belief and of practice. In our popular education most of us are, each in his own way, working somewhat similarly. We have already a spirit of comradeship. What need of a creed?"

"Diversity is useful. As a moralist has justly said, the truth resembles light; it does not come to us from a single point; it is reflected to us from all the surrounding objects. It strikes us in all senses and in a thousand manners. This is why humanity, which has millions of ears and eyes, ought not to close them or to direct them only in a single direction, but ought rather to keep them open all the time and turned in every possible direction.

"What greater need is there than co-operation of ideas? Let us quote from our own program: 'Our association does not wish to propagate any religious, political, or educational doctrine. It stands opposed to all proselytism and excludes only exclusion. It does not wish to make partisans, but sincere seekers after the truth. The spirit which animates us is a free spirit.' Is not that sufficient creed?"

"It is not a question, in arousing popular interest and enthusiasm, of ringing the changes upon popular cries: *patrie, armée, liberté, égalité*, etc. Too much of this sort of thing is being done, especially to-day. [Probably a reference to the Dreyfus case.] These popular rallying cries cannot become an educational creed. If ever they have to be touched on before the people, they ought to be coldly explained, not made the signal for an outburst of applause. The needs of the people are for us a law. We have only to look at our country to see that sovereignty has been given a people as yet incapable of exercising it. We had best be leaders, not in popular enthusiasm, but in the spirit of deliberate waiting and research. Let each one of us employ the doctrines, the creed that especially appeals to him, but let him not forget that he will accomplish most by getting at the hearts of people."



Gaining the Confidence of Children.

One of the first things necessary to gain the confidence of children is to show confidence in them; to believe in them; not to suspect them, but to take it for granted that they will do right. All children like to make confidants of some one, but they also like to do it voluntarily. A confidence can not be forced, even in the case of a little child any more than a flower can be caused to bloom by picking open its petals. There is no surer way to prevent a child from giving its confidence than to seek to compel it to do so. Little children have their own little secrets, their own little plans, their own little possessions, and respect and defend them.

A common cause of the withholding of confidence on the part of the children in regard to their doings or plans, is the habit on the part of the parents of wishing to control in matters that are really of no importance except to the child. Every child likes to plan its own affairs, and generally he should not only be allowed but encouraged to do so. Many adults there are who can not hear any plan proposed or discussed without at once wishing to suggest or dictate, and who attempt to impose their will or ideas on every one. To children of a sensitive nature, with perhaps weaker will power, it is really exasperating, and often has a most injurious effect upon their tempers to be constantly taking their affairs out of their hands and directing them.

Suppose a boy is fixing up a play-room and has certain plans for putting up shelves and hooks for his possessions. In an unguarded moment he confides his plans to his father and is at once overwhelmed with advice to change the whole plan and to arrange everything in a different way. The result will be that his next plans he will keep to himself. As a teacher, I have often been called upon to study the characters of children who seemed to wear an impenetrable mask, concealing their real feelings, wishes, and plans from every one. This has been brought about, I have reason to believe, thru the too constant dictation of adults, who, in their mistaken solicitude, wished to oversee and direct every trifling act and plan of the child's life. Shrinking from opposition and argument the child finds refuge in concealment, and thus is destroyed the element of frankness which is such a safeguard and also such a beautiful trait in the young.

Adults, whether parents or not, are prone to assume that the young have no right that they are bound to respect, but to awe them into submission or coerce them into subjection, is the way to make an impression upon them that will be lasting. The evil associate so often gets a hold upon a young mind that even a devoted mother cannot loosen, because he has the skill to discover how to approach the child and to win him thru a sympathetic chord that the mother has not even imagined existed. The first step in successful teaching of children is the gaining of their confidence. —*Indiana School Journal*.



Course of Study for Children.

An address was recently made by Dr. C. Hanford Henderson before the Eastern Kindergarten Association of Boston, in which the speaker suggested that there should be thoro regeneration of the elementary school. He says that his reason for urging this is scientific and he explains his position in the following words:

"The period from six to fourteen years of age is a period of tremendous organic movement and growth. You who know children so well, know what changes take place in a year, even in a month. In the laboratory, we judge of the amount of chemical action by the heat which is produced. The warm, glowing bodies of little children speak of incessant chemical change, a change so rapid that oftentimes I feel as if I should like to stay the hand of time, and beg for one moment longer the beautiful bloom of these little human flowers. The whole childish organism is mobile and plastic. The very bones are changing their size and shape and structure. The tender flesh and nerve and tissue, one might almost say, are in a state of molecular excitement, so rapid and so manifold are the changes taking place in them.

"While these changes in the organic life succeed one another in such swift succession, it is possible to accomplish results in the organism that could not be accomplished at any other time. The very movements of growth make possible those arrangements and re-arrangements of the organic tissue upon which the charm and success of later life depend. You know doubtless that a piece of iron left at rest will preserve the same internal structure for an almost indefinite time. But such a piece of iron, when subject to the jar and vibration of daily use, rapidly becomes crystallized and must be replaced by more fibrous material. The molecule in motion is free to obey the compelling force of crystallization, while the molecule at rest is not. It is the same with children. They possess possibilities of development which the best of philosophers might well envy. I do not feel that these possibilities are utilized in any adequate manner in the present curriculum of our elementary schools. I find there an excess of formal and informational studies that do not make for power, and a deficiency of that organic work which does make for personal human power. The remedy seems to me very plain. It is to cut out all of the formal and informational studies and to limit the course to those studies which make for power. Thus purified

and enriched, the curriculum would stand somewhat as follows:

1. English language and literature, with special emphasis on the ability to read well, and only passing reference to spelling and writing.
2. The speaking and reading of one foreign language, say French or German.
3. Free-hand drawing and color work, treated esthetically.
4. Natural history, considered from the surface.
5. Sloyd, or some form of educational manual training.
6. Music and voice culture.
7. Gymnastics, very thoro-going and directed to the training of the senses and the esthetic development of the body.

"If we suppose the school day to be five hours long, and it might wholesomely be six, since all the occupations are primarily healthful and no studies are prepared at home, the time might be distributed somewhat as follows: One hour to language; one hour to science and drawing; two hours to gymnastics and music; and one or two hours to educational manual training.

Nothing Left Out.

"Perhaps you may think that the most notable feature of this curriculum are the studies that are left out—arithmetic, geography, and history. But in reality, arithmetic is more vitally taught as it is involved in the natural activities of the day; geography is more vitally taught by constant reference to a good wall map and globe during the course of the reading, for I assume that the reading has been selected to please children and not older people, and to consist largely in books of travel, and books of frank out-and-out adventure; and, finally, history is more vitally taught by reading interesting stories and lives than by cut-and-dried study.

"You will notice in this curriculum that no formal attempt is made to cultivate the memory, or to impart information, for it is believed that this may safely be left to the discipline of life. The whole day is devoted to organic culture. Let me show you that this is so. Even the language work lays greatest stress upon the artistic and intelligent use of the voice; the science work is designedly superficial, that is to say, has wholly to do with the surface of thing, with our dear mother, the earth, just as we all find her, and not as an abstraction. Such a surface study of nature is, I think, the only defensible one for the children, and, you see, is a matter of observation—the use of eyes and hands and nose and ears—and not of memory or syllogisms.

"One-third of the day is frankly devoted to gymnastics and music and another third to manual training. Here, as elsewhere, the precise instruction is not to aim at any logical completeness that will form an imposing system, but is to be forever tested by the thought of what we want to produce. We want the children to be musical, to sing whole-heartedly and it may be to play on some instrument; we want them to have trained ears, seeing eyes, a perceiving nose, a discriminative tongue, a delicate, skilful hand; we want them to be strong and beautiful, to be able to walk, and run, and climb, and jump, and swim, and skate, and ride, and row, and to do each well. We want all these things, all this accomplishment and skill and strength, because they are good in themselves, are direct contributions to the life beautiful; and because we only have these things when back of them we have the keen and eager brain, and the warm and loving heart."

Compulsory Attendance in Practice.

In response to the request of Dr. George P. Brown, the editor, Supt. J. K. Stableton, of Charleston, Ill., has written for the November number of *School and Home Education* his experience in enforcing the compulsory education law. On beginning his work a year ago he found that the law was practically a dead letter so far as Charleston was concerned; the board favored doing away with the truant officer entirely. Mr. Stableton was,

however, left free to follow out his own ideas, with what success can best be told in his own words.

"At the close of the first month of school," he says, "I compared the school enrollment with the last school census and thus discovered a number of families that had children coming within the compulsory limits, who were not in school. The truant officer next canvassed the town, street by street, to find the floating population not included in the school census. I then notified the parents or guardians that the children must be in school and that they should be in by a specified day. In many cases I went with the truant officer to visit the parents in order that I might know from personal observation something of the homes.

"We soon found it would be necessary to clothe a good many children if we compelled them to attend school. I asked the women of the Presbyterian, the Methodist Episcopal, the Baptist, the Christian, and the Catholic churches to help collect and make over clothing for the needy children. All joined in the work, and a great quantity of clothing was thus furnished, but still we were short of supplies. I then called upon the county supervisor of the poor, explained to him what we were attempting to do, and asked him to help us with some clothing and shoes.

"He was much interested in the scheme and said that it was just what he had been wanting to see done; that he knew every needy family; that he had aided many of them with clothing but had had no one to assist him in keeping them in school after he had clothed them; that if I would follow them up and keep them in school, he would give whatever was needed in the way of clothing and shoes, and would give nothing to children of compulsory school age except under my direction.

"It was now arranged that all shoes and clothing given to children of compulsory school age, whether given by the churches or the supervisor of the poor, should be given under my direction, so that I might know that every child had clothing fit for school wear, and also to prevent what so often happens where aid is given promiscuously, that is, some families receiving from three or four sources and getting such an abundance that they waste it, while others receive nothing.

"So many of this class know nothing of taking care of clothing that it is necessary to give only for present needs, as otherwise they destroy more than they wear out. In a number of families of worthy but unfortunate people, the children were furnished clothing thru their friends so as not to degrade them by making them feel that they are objects of public charity.

"Generally the parents did not oppose their children's attending school, but in a few instances it was necessary to threaten the law. In coming in contact with this class of people, we met some peculiar characters. At one home, where the neighbors said there was a boy of school age, when the truant officer called the mother denied having such a child. We made further inquiries and found that she concealed the boy whenever the truant officer went near her home. Finally we caught him and placed him in school.

"In another family where there were three coming under the compulsory law, the father said that he had never gone to school and he did not intend his children should. We intended they should, and they did.

In still another home were two little girls, one eleven years of age, the other thirteen. Neither had ever been inside of a school-house. We clothed them, placed them in school, and at the end of the school year, the older one had finished the work of the first two grades and was ready for the third year.

Many of the children brought in to be clothed were too offensively dirty to put on clean clothing. The first one that particularly attracted my attention was a boy that I took to one of the clothing stores one evening after school. He was scaly dirty, even mangy. The boy was about nine years of age. I could not put clean clothing on such a body, so I took a towel, soap, and a

basin of warm water and washed him from head to foot. Cleaned up and dressed in clean warm clothing, he was completely transformed.

"I was now no longer in doubt as to what to do with all such cases. I would make use of a big, zinc-lined bath tub in the basement at the central building, and require all whose bodies were dirty to take a bath before giving them clean clothing. Within the next few days a large number of boys were scrubbed clean in this bath tub, which was supplied with plenty of warm water and soap, the janitor taking charge of the work for me while I stood by to see that it was properly done. The largest number given a bath in one day was eight.

"The school bath was so strongly endorsed by the community that special arrangements have been made for a bath-room in the basement of our new high school, now building, and during the coming year it will be made to contribute even more largely to the welfare of the schools.

"After bringing the children into school it was necessary to keep close track of them or they might soon drop out. In the different wards, each teacher reported to her principal once a day all who were absent together with the cause of absence when known; the principals gave the lists of the absentees to the truant officer indicating the ones that needed his attention; he then looked up all suspicious cases and reported to my office in the evening giving me the full list of absentees and his report of the cases he had investigated. In this way we were able to keep them in school and, after they found that we were determined to bring them in and that they could not have their own way, we had comparatively little trouble.

"I think I am speaking advisedly when I say that every child of compulsory school age in our school district, not mentally or physically incapacitated for school work, was in school the required sixteen weeks last year, while many of those whom we compelled to enter, remained in to the close of the schools in June."

Ornamental Design.

The subject of design and designing is something that the ordinary teacher knows little about. Mr. Louis Allen Osborne gives in the October number of what is now *Science and Industry* (formerly the *Mechanic Arts Magazine*), a brief sketch that is certainly interesting and may be put to practical use. The object of the article is simply to give a few suggestions to those who are so often asked why designs are not made more 'natural.'

"In the first place," says Mr. Osborne, "let us consider what constitutes an ornament. In its general sense, an ornament is something to please the eye; it may be a colored bead, or a string of them, or it may be a finger ring or a bracelet, or it may be a flower worn in the hair or at the throat; such objects are ornaments pure and simple, and, practically may be considered the most useless things on earth. However, they give us a certain sense of pleasure; they distract our minds from the continuous contemplation of more serious things, and therefore have their purpose in the world; but, nevertheless, these objects, strictly speaking, are not products of ornamental design.

"Ornament, in its nobler sense, consists of that which is added to, or developed from, objects of bare utility to make them agreeable to the eye, and therefore beautiful. It is necessary that an object should first be useful before it comes before the mind of the decorative designer to be rendered beautiful. Ornamental or decorative design, therefore, is the art of rendering an article useful and beautiful at the same time. Our walls might be left in their plain brown mortar or with a dead-white coat, but what an unsightly surrounding. We cannot be happy under such circumstances, so we weave in our carpet fantastic patterns in which are blended many colors to please the eye. Our walls are papered or stenciled to

represent a somewhat stiff geometrical ornament that can scarcely be distinguished a little way off, and over our doors and windows we hang draperies and blinds to subdue the light and add to the harmony of colors surrounding the room. The absolute necessities of health and comfort have been rendered beautiful by the art of decorative design.

"Now, let us consider why we make the patterns for our designs conventional and why we frame and hang on our walls pictures that in many cases are as close a counterfeit of nature as they can be made. In the first place, the framed picture on our walls is an *ornament* pure and simple; its single purpose is to be beautiful—beautiful as a counterfeit of nature, or beautiful as the expression of individuality of the artist that painted it. Suppose that our wall paper has been designed with natural bunches of red roses or yellow goldenrod and the pattern repeated unlimitedly all around the room. Bright patches of red or yellow flowers and green leaves would be everywhere apparent all over the wall—the colors being out of harmony in some places with the surroundings, and the pictures hung on the wall looking ghastly by the contrast. Here we would have what purports to be a number of bunches of flowers, and yet the very idea is contradictory, for no one ever saw two bunches of flowers exactly alike in shape, perfection, or color, and yet these bunches are as nearly identical as a printing machine can make them. Therefore, our 'natural' bunches of flowers are not as they would be in nature, and, paradoxical as it may seem, they are 'unnatural.' Moreover, it is impossible, with such a device, to deceive the eye into the belief that there are actual bunches of roses on the wall; they say plainly, 'This wall is papered.' A picture is a picture, and must be framed and treated as a picture, but our wall paper is for a practical purpose and its ornamental features must be governed accordingly.

"This reduction of flower forms to certain governable principles, sometimes geometric, and at others apparently unrestrained, is called conventionalism, and its successful interpretation is one of the most important talents in the designer's service. The ancient Egyptians and the Greeks carried conventionalism so far that in many cases it is with the utmost difficulty one can tell from what type the design is derived. Take, for in-

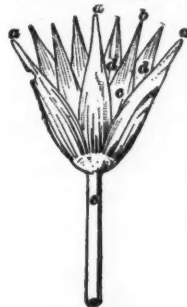


Fig. 1.

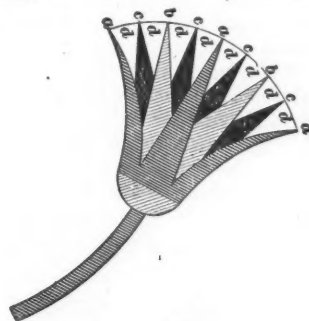


Fig. 2.

stance, Fig. 1, which is an outline drawing of the Egyptian lotus blossom; the outside and most prominent leaves, *a*, are of a deep green color, while the inner leaves, *b*, are purple at the tip, blending off to orange at *c*, and to pure white at *d*. Compare this with Fig. 2, which shows the conventionalized lotus. Here the exterior leaves, *a*, are still dark green and are the most prominent detail of the design; the leaves, *b*, are green also, but of a lighter color, but the petals, *c*, are red, and the background, *d*, is a deep yellow. No man would ever take Fig. 2 for a counterfeit imitation of Fig. 1, either in color or outline, and yet there is no doubt that it is intended for a conventionalized lotus blossom. The deep green calyx characteristic of the flower is preserved in the conventional design. The purple, white, and orange petals that constitute the center of the natural blossom are replaced in the design by the primary colors, red and yellow, that make up the orange of the center, and the

effect when viewed from afar is very much the same. The principal characteristics of the flower have all been retained in the conventional form, but all imitation of nature has been avoided. In Fig. 5 a still more conven-



Fig. 3.

tional rendering of the flower is seen. In this example no color is used, and, therefore, all of the interior petals are omitted. The three characteristic exterior petals are retained, and the heart of the flower is rendered in a half tone. Many Egyptian wall paintings are decorated with lotus bands and borders whose conventionalized outline is as simple as Fig. 5.

"Having thus considered the lotus in its natural and conventional outline, let us look at one of our local flowers and consider its possibilities in conventional design. In Fig. 3 is shown the natural honeysuckle vine and blossom. Now, what are its most striking characteristics? A little study of the flower shows us a cluster of long and somewhat pear-shaped buds, sometimes on the end of the same stem with a number of trumpet-shaped blos-

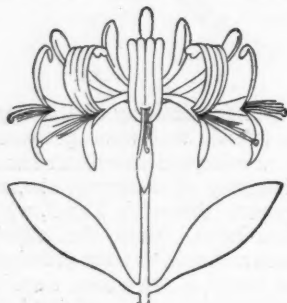


Fig. 4.

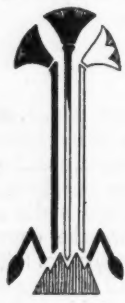


Fig. 5.

soms whose edges curl over, and from whose centers protrude a number of fine hair-like pistils. In fact, this seems to describe all the characteristics of the flower, except, perhaps, that the open blossoms seem to be on the outside of the buds, those at the center opening last.

"Fig. 4 shows us these characteristics arranged geometrically, and it requires but little imagination to recognize

the blossom. All the characteristics are there arranged systematically in the order nature intended them. Thus, we have a conventional honeysuckle blossom. The study of animal, plant, and insect forms, for the purpose of embodying their characteristic features in a conventional design, requires that the designer shall give close attention to the subject he is to conventionalize. A general knowledge of structural botany enables him to accentuate those details of plant life that characterize the particular plant forming the theme of his design, without interfering with the mechanical details of the article's manufacture or with its utilitarian and ornamental purpose.

"Fig. 6 shows such an analysis of the common dog-rose. At (a) is a view of the flower, looking into its center, but the leaves are flattened out as tho they had been pressed. At (b) is a geometrical side view of the blossom, showing the character of its outline. At (c) is a side view of the bud and its enclosing calyx, while at (d) is a spray of the pressed leaves, showing all their characteristic details.

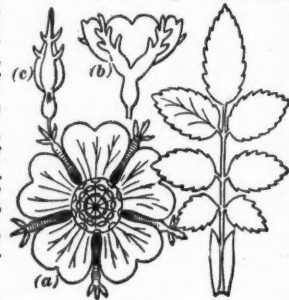


Fig. 6.

"A similar analysis can be made of any flower, and once made, the structural knowledge so acquired is not easily forgotten.

"To paint a rose so realistic that one imagines he can almost inhale its perfume requires the inherent talent of the artist, but to design a rose pattern so that it may be woven, printed, or wrought, requires both the talent of the artist and the skill of the artisan."

Hints to the Teacher of Reading.

Many teachers are of the opinion that if reading is properly taught for the first four years of a child's school life there is no further necessity for pursuing it as a regular study. Miss Margaret W. Sutherland, in an article in the *Ohio Educational Monthly* for November takes issue with this view on the ground that few pupils do learn to read really well. She gives a number of suggestions for those who need most help in learning to read. She says:

"The first thing is a mastery of the words of a new lesson. By this I do not mean that every child in a reading class is to know how to spell every word in his lesson. It is a mistaken idea that the writing vocabulary of the child is to keep pace with his speaking and reading vocabulary. The well-educated student in adult life finds his new word in books, brings it into conversation it may be, but more certainly uses it in writing. The child talks of things and reads about them for some time before he ought reasonably to be expected to express himself freely and naturally about them in writing. Difficulty is constantly made in our schools from the fact that when new ideas in regard to teaching are suggested, the teacher adds the new thing as additional work instead of wisely correlating it with the old. In this way courses of study and programs become congested.

"New words in the new lesson ought at times to be written on the blackboard before the lesson is assigned. The greater the number of pupils that can recognize the word at sight, just as it would appear in manuscript or as it does appear in the reading lesson, with the exception that print is used there, the better. Let the test of the pronunciation of the word be first the ability to indicate its pronunciation by the use of the proper diacritical marks. Let some pupil who has marked a word properly on his slate, so mark it on the board. Then call on pupils who have not known its pronunciation before to pronounce it from the help given by the marking. From the time

that diacritic marks are first used, the knowledge of their force and skill in using them should be kept up in the *reading class*. In this way something new does not have to be taught in order to enable pupils to consult the dictionary for information as to the pronunciation of words.

"Frequent drills in giving the individual sounds in a word should be given as an aid to distinct articulation. I think this is too much neglected in our schools at the present time. Devise plans to give variety to drills in recognition of words, but remember that no good reading will come as long as the pupil stumbles over words.

"The meaning of many of the new words should be taught, but it is a mistaken idea that pupils should commit to memory definitions of every new word in the lesson.

"The teacher, by illustrations and questions, should lead to the meaning of new words in such a way that the pupil will clearly understand the passage he is to read.

"It must not be regarded as a matter of secondary importance to study reading also as literature. To carry out this second aim, selections must be made from literary artists. It does not make a bit of difference if you do not with your pupils study every lesson in the reader used in your school. But turn to the alphabetical list of authors and if you find three selections or more from Irving, Longfellow, Whittier, or any other good author, study with an aim to create something of a literary taste what these particular authors have written that is in the reader.

"Remember that the reading lesson in any grade of school, requires earnest, intelligent preparation for wise teaching; and that there is nothing taught in our schools more important than reading when we look upon it as a key to education or as the study of literature."



Education and Success.

An editorial in the *Outlook* of October 28, takes up the much discussed question of the college man in business. The writer calls attention to the fact that a kind of census has been taken which shows college-bred men to be more successful than others. He says, however, that the word success has different meanings, and no intelligent debate can be held in regard to successful or unsuccessful men, until the term has been defined.

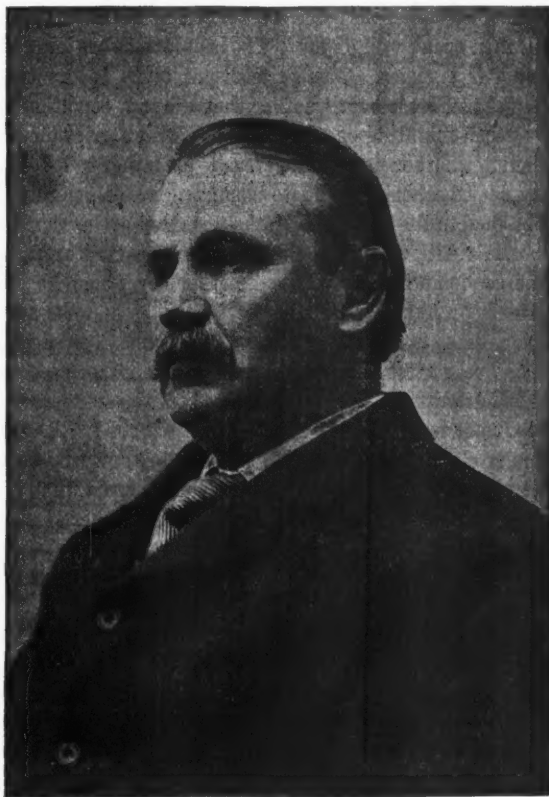
"If success," he continues, "means accumulation of money simply and exclusively, then college-bred men may be out of the race, and well out of it. The multi-millionaires are not often men of generous culture; if they have the aptitude for it, they have not taken the time. A man who is to make a colossal fortune usually gives his entire life to that end. He cannot also, at least as a rule, master languages, read books, study art, travel, and make himself the heir of all the ages.

"But this is a very low form of success. Science measures life by the number and delicacy of the adjustments between the living creature and its environment. If these adjustments are few, the creature is rudimentary; in the exact ratio in which the adjustments increase in number does the creature advance in rank of life. This is true of men. The man whose adjustment to life is wholly commercial, and has to do entirely with his business, is not a highly organized human being, and is a success only on a very low plane. Real success is secured by the man who makes his adjustment to the three environments—the physical, the intellectual, and the spiritual—who develops his nature on all sides, lays hold on all resources, and makes himself the master of various kinds of knowledge. To call the mere money-maker or money-saver a successful man, is to make a caricature of success. The country is full of gilded failures who regard themselves as successes, but who are absolutely helpless if taken out of the little field in which they exercise their business abilities.

"The great value of money is the freedom which it brings with it; and only a very short-sighted or thoughtless man undervalues financial success. The man with a

fortune is in a position to make the most of life. He has very great advantages; but everything depends upon the use he makes of them. Nothing can be used to advantage without some kind of culture; for culture, in a large sense, is a recognition of ideas in materials, and of moral and spiritual qualities in dealing with them. It is impossible to touch business in a large way without a certain degree of culture; and the men who have become the masters of great business enterprises have, as a rule, some kind of intellectual development outside the mere shrewdness developed by bartering. The shopkeeper may have no ideas beyond selling something over his counter for which he gets more than he paid; but the great merchant must put something of statesmanship into his dealing with his business. He must apply ideas to it, study conditions, master markets, and give something of originality to the management of his affairs.

"The moment one passes beyond the region of mere money-getting into the region in which so many money-getters are complete failures—the region of investment, expenditure, and life—the advantages of the educated man instantly appear. Men without educational opportunities may make money faster and make more of it, altho even this is yet to be proven; but men with educational opportunities know, as a rule, a great deal more about the profitable uses of money and the things that can be gotten out of it for the mind and the soul. It is a well-known fact that there are a great many men who are eminently successful in making money, but have no success in investing it; there is a still greater number who make complete failures by reason of their inability to make intellectual and spiritual investment of their fortunes. In the exact degree in which men understand that they live, not by materials, but by ideas, will they value education; and in the degree in which they value education will they approach a true interpretation of the word success."



Supt. HENRY P. EMERSON, of Buffalo, N. Y.

Who was re-elected by a majority of over nine thousand votes over Mr. James F. Crooker, the Democratic nominee. As the average Republican majority in Buffalo was about 4,500, the significance of Supt. Emerson's victory is evident. The editorial article in *THE SCHOOL JOURNAL* of October 28 explained the issue of the campaign.

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING NOVEMBER 18, 1899.

Salaries of New York City Teachers.

There are hopes that the teachers in New York city, will soon be paid the salaries which are legally due them. Just as THE SCHOOL JOURNAL goes to press the news is received that the plan suggested in these columns last week has been adopted.

The pay rolls for October will be at once made out on the basis of the schedule in force previous to May 17 last. This money will be paid on account, it being understood that the receipt the teachers will be required to sign is to be in such form that they will waive no legal rights which they may have regarding increases. In short the contestable points are eliminated, the pay rolls will be in shape for speedy passage, and all differences regarding legal construction can be adjusted without requiring the teachers to wait empty-handed for the outcome of the contest.

The Boy with a Grievance.

No matter how well the school seems to "go" there is one boy at least who will return home with a grievance, and it is sometimes better to consider his case than the ninety and nine that seem to be satisfied. "Beware of the man who praises you" is a Chinese proverb of the days of Confucius. There is good occasion for question when "all men speak well of you." The best lessons are learned from our enemies. The British will know before this present conflict is over whether they are in a condition to do effective fighting or not. The boy with a grievance is thinking whether he cannot persuade his father to let him stay out of school and go into business. He feels slighted, or he doubts the good will of the teacher, or he doubts his own ability to learn, or he thinks it is his coat or boots that condemn him, or that some other boy whom he despises is preferred to him, or he thinks he is under suspicion, or he is tired of going over the same "old arithmetic" year after year—besides there are other reasons for his grievance he cannot put in words.

Is it not well to know who have grievances? A very popular clergyman made it his business to know who were dissatisfied with his sermons and why; he said that he gained much good from them. A certain teacher opened a "complaint box," asking every pupil to state on paper things he considered in need of reform; it was not much used but he received some good hints from it.

A boy in a New York public school was accused by his teacher of breaking a pane of glass in a window. He denied the charge and explained that he was some distance from the place; but he saw that the teacher did not believe him. This occurred almost fifty years ago, when there was much severity employed in the treatment of school boys. The attitude of the teacher was so threatening that the boy stayed away from school. A relative going to California consented, at his earnest request, to take him West. After thirty years he returned and sought his old teacher whose first words were, "Horace,

I found out that it was not you who broke the glass." Until then Horace had kept his grievance.

It is well as the hour for closing the session approaches to look around to see if any have grievances and if possible to remove them. Many boys and girls leave the school to take up heavy burdens at home; the light, the joy, and companionship will disappear. Let him not carry a grievance against his teacher into his home; let him feel that everywhere the teacher is his friend.

Virgil or Vergil.

Shall we write Vergil or Virgil? A writer in the *Rivista Filologica*, published at Turin, discusses the question and decides that Italians had better, on account of literary tradition, call him Virgilio. Some interesting facts are given about Italian usage.

The name was in the first place Vergilius. The original *e* was in the dark ages supplanted by an *i*. Some have believed this due to a spontaneous phonetic development; others have accepted the traditional explanation of a false etymology from *virga*, a wand. In the middle ages Virgil was universally regarded as a master magician, and the *virga* was the magician's especial weapon.

In the medieval Italian two forms appear—one literary, the other popular. The savants simply took Virgilius, the form with which they were familiar, and made it Virgilio. Popular speech, on the other hand, turned it in the direction of the original form and translated it as *Vergilio*, or still more frequently *Vercilio*. This was in obedience to the phonetic law that has made *virtus* appear in Italian as *vertu*. The popular pronunciation has lingered down to our own time but is regarded as provincial. Educated Italy still prefers *Virgilio*, the form that Dante and all the great authors used.

It is desirable that the teachers learn to respect those who disappear in the darkness. The death of Prof. Orton, of Columbus, could be noticed as it was because a friend sent on an obituary. But, often and often, no notice of a death is sent us; possibly one thinks another will do it. Let every teacher, when a friend passes away, notify us of the fact and send us a suitable biography.

The German Emperor recently attended the centenary celebration of the technical school at Charlottenburg. The effects of technical training in Germany on the growing commercial prosperity of the country were enthusiastically recognized. To mark the significance of the ceremony the emperor proclaimed his decision to place the technical high schools on an equality with the universities by creating the new degree of doctor of engineering.

Having examined the eyes of more than 2,000 English school children at the request of the education department, Dr. Henry says that a large percentage of short-sighted children was to be found in the upper classes. He considered this due to reading at home after school hours by artificial light, while needlework was probably the chief cause of a greater percentage of short sight among girls than among boys.

The Busy World.

South African Campaign.

Very little news is received from the seat of war in Africa, but with the steady arrival of transports at the Cape the military situation is already beginning to change. Heavy fighting is taking place almost daily at Ladysmith. It is reported that nearly 10,000 British troops have already been landed at Durban, preparatory to their advancing to the relief of Sir George Stewart White. The latter is expected to make simultaneously a sortie in the direction of Durban and Pietermaritzburg.

It is said that the Boers, if driven back over the Drakensburg will make make for the Zoutpansberg district, where a last stand will be made. The Transvaal government has been provisioning that district, and if the Boers take up a position there they will not be easily dislodged.

On November 9 an armored train ran up within a half mile of Colenso, without incident. A reconnoitring party met a native who said that the Boers were occupying the town.

The indications are that Chief Joel, of the Basutos, will join the Boers, who are likely to annex a strip of the northern territory of Basutoland. The other chiefs, however, are stanch friends of the British.

Pressing the Rebels Hard.

Col. Bell's regiment and a small force of cavalry entered Tarlac, the rebel capital, on November 12. Aguinaldo and his so-called government had fled. Gen. MacArthur has captured Bamban, the strongest position held by the rebels, except Tarlac.

The American forces are pressing the rebels hard, so that they have had no time to destroy the railroad. Gen. Young is supposed to have reached San Nicholas, about thirty miles east of Dagupan. Col. Hayes has captured Aguinaldo's secretary, and the son of Gen. Llaneras and his family are prisoners.

The recent encounters were too one-sided to be called fights. The insurgents are mortally afraid of the Americans, however strong their position. They make a brief and feeble resistance and run when the American yell reaches their ears. Owing to poor food, lack of medicines, and filthy hospitals, the insurgents are suffering more from disease than the Americans.

The death is announced of Major John A. Logan, son of the famous general of that name. He was killed in a battle with a body of insurgents near San Jacinto, while gallantly leading his battalion of the Thirty-third volunteers.

The Thirty-third regiment had a sharp engagement near San Fabian, on November 11, with an equal force of insurgents.

An unexpectedly stout resistance was made by the rebels, but the Americans charged on them and drove them from their trenches. The Gatling gun played upon them with great effect as they retreated into the hills.

The Americans found big stores of rice in Tarlac, Tubig, and elsewhere, and several hundred new Filipino uniforms were captured at Tubig.

Escaped Spanish prisoners at San Fabian report seeing Lieut. Gilmore November 1, in Tarlac with five men, all well. Gilmore crossed the mountain from Baler in May with thirteen men. The location of the other eight is unknown.

Pres. McKinley hopes to announce in his message to Congress on December 4 the collapse of the Tagal rebellion. When the aggressive campaign was begun it was the intention that it should be pushed to a finish before mid-winter, but resistance has been weaker than was anticipated.

The Cruiser Charleston Wrecked.

The United States cruiser Charleston, which had been patrolling the northern coast of Luzon, was wrecked on a reef off the northwest coast on November 7, but no lives were lost. The vessel, which had a displacement of 3,730 tons, was built at the Union Iron Works San Fran-

cisco, in 1888, and was launched December 26, 1889. She carried twenty-three guns and four torpedo tubes. Her commander was Capt. George W. Pigman, who was assigned to her last June, relieving Capt. Henry Glass.

!Russia and Japan.

The differences between Russia and Japan have been accentuated by Japan's refusal to grant Russia a foothold on the sea front of Massampo harbor, Corea. There is nothing, however, to justify the belief that a serious crisis is at hand. China and Japan are closely allied, but it is not thought that it is for offense against Russia. At any rate, it is certain that China and Japan will take no aggressive action against Russia without consulting Great Britain, who, in the nature of things, would be their ally, whether active or passive.

Visit of the Kaiser to England.

Diplomatic circles in Europe are discussing the forthcoming visit of Emperor William to England. It is admitted that it will have an important effect on the political situation. Instead of Germany opposing Great Britain in the Transvaal war it is held to mean that it has thrown its influence on the British side. Even the commercial classes in Germany are impressed with the power and consequence of their emperor in the great affairs of the world, and acrid French criticism is forced to admit that England and Germany have been drawn into a close understanding which does not differ essentially from a formal alliance. English journals are magnifying the effect of the emperor's visit. Radical journals are minimizing their prejudice against him caused by his course in the Armenian-Greek affair, and the Unionists are explaining away the ordering out of the flying squadron as a matter of no importance.

More Ships for the Navy.

At the coming session Congress will authorize the construction of eighteen warships. Three of them will be cruisers of the improved Brooklyn type, but double in size and power; three improved Olympias, one-third larger and proportionately more powerful than that fine ship, and twelve gunboats of a type recommended by Admiral Dewey as essential for the effective patrol of the Philippine archipelago.

Nicaragua Canal Bill.

A Nicaragua canal bill will be introduced by Representative Hepburn, of Iowa, on the first day of the approaching session of Congress and every effort will be made to pass it thru. Friends of the Panama route will do all in their power to defeat the Nicaragua bill, as they know that if a canal is cut there the Panama canal will never be completed. It is said that Costa Rica and Nicaragua will be glad to give the United States government any territory and any rights it may need to prosecute and complete the canal.

Russia's Move in Central Asia.

Anxiety is felt in England over the situation in south central Asia, as Russian troops are massed at Kushk, apparently for a sudden attack upon Herat. There is strong evidence that Russia is preparing either for a fresh advance upon Herat, or for a stroke of some kind by which a free exit to the Indian ocean, can be secured. Many English writers console themselves, however, with the reflection that Russia will not bring on a campaign in central Asia or Persia when Japan is menacing her with war in Corea, and when also Germany is on the friendliest possible relations with Great Britain.

Falls of the Snoqualmie.

Distant from Seattle 31 miles from Tacoma 45 are the falls of the Snoqualmie river 270 feet high. It was proposed to place turbine wheels and get from thirty to ninety thousand horse power turn it into electricity, and convey this by aluminum wires; to Seattle it took 67,000 pounds, to Tacoma 7,200; a flour mill is running at the former place by this power.

Letters.

Musical Instruction in Public Schools.

It is noticeable in Mr. Whelpton's articles that he does not approve the examinations given to persons desiring to be special teachers in New York state, and if, as he says, they do not include the theory of sight singing and knowledge of the voice, it is evident that these topics should be added to those upon which examination is now given.

But is it not a step in advance when special teachers in music are required to take an examination? I do not, of my own knowledge, know of any other state where an examination is required, altho of course there may be several. Mr. Whelpton, in speaking of the New York state examinations requiring a knowledge of harmony sufficient to "supply three parts to a figured bass or a given melody" and his statement that "It is doubtful whether one in twenty of the leading singing teachers in this country to-day could do this," is interesting, if he is correct, and I am inclined to think he is; and when he adds—"nor is it at all necessary in order to teach music in the public schools," I must again agree, because it is an indisputable fact that many special instructors are teaching now, and have been teaching for years perhaps, whose knowledge of harmony is limited to the light of their own reason. But think a moment. If our leading singing teachers do not know even the simple elements of harmony—nor perhaps of musical form, it is something of which musicians may well be ashamed. They are ignorant of what every teacher of music should know.

Need of Musical Knowledge.

Teachers of music in public schools *can* get along with a very little musical knowledge—that is true, for their work is elementary, but what a pity it is for a teacher of music, or of arithmetic, language, or of anything, to have practically no knowledge of his subject beyond that which he is hired to impart. I have yet to meet a teacher, even of the primary grades, who knows too much. Tho her knowledge of men and things past and present be large and well assorted, and tho her mind be broadened by familiarity with many sciences and arts, and by literature and travel, she can still find exercise for all her knowledge and power in teaching a little child.

It can not be disputed that a broad knowledge of music helps one in presenting its simplest elements to pupils; certainly one who teaches the musical language should know its grammar. A school music supervisor may have charge of several thousand pupils and some will perhaps be under his direction for a period of twelve years. He needs the broadest musical knowledge and culture. He cannot know too much, if his knowledge be so assimilated that it feeds the intellect and quickens the imagination. I wish to add that so far as my personal knowledge and acquaintance goes our supervisors of school music are almost without exception good theoretical and practical musicians.

I quote again from Mr. Whelpton: "The defects which I have already noticed, great as they are, sink into insignificance when compared with that of requiring grade teachers to give musical instruction in the public schools. This custom originated in the schools of an Eastern city many years ago, and is encouraged by the leading publishing houses of musical literature to increase the use of their books and charts in the public schools. For no other purposes would publishers support summer schools of music and employ, as teachers, supervisors of music in the public schools of cities where they desire to introduce their books and so-called systems, or methods of teaching. This method of teaching appears to be all right in theory; but, in practice, it is a most dismal failure. It is difficult to oppose because it appeals to the taste of ward politicians and gives them an opportunity to provide for musical friends desirable positions, as special teachers of

music, that interfere but little with other occupations in which they find it advantageous and profitable to engage."

Teaching by Specialists or Grade Teachers.

The Eastern city referred to is probably Boston. Music was taught in its schools several years before any other city introduced it. As to the publishers—I fail to see how their sales would be affected if all the teaching were done by specialists instead of grade teachers. Text-books are supplied to the pupils, each pupil must have a book no matter who teaches, and grade teachers have not, as a rule, the slightest voice in their selection.

The publishers' summer school, as suggested in a previous article, is a business, not a philanthropic institution. They wish to sell books, and that seems to be a pretty sensible and honest motive. The summer school is all right and above board from the standpoint of the publisher. It is only the man or woman, who electing to be a teacher of the young—than which, save the ministry, there is no nobler profession—becomes partisan as to methods, carrying into the school-room the commercial feeling of "our goods are the best, all others are worthless," that is open to criticism. Educational methods are not dogmas of faith nor can they be made to order. They are evolved thru the careful, patient thought and experience of men and women who are seeking truth.

But the main point of the above quotation is that music teaching by grade teachers is a dismal failure.

The Most Judicious Plan.

Let us consider for a moment. The only alternative to the teaching of music by grade teachers is to employ specialists. Let us suppose now that in a city of say 75,000 inhabitants there are 180 class-rooms in which it is desirable to give daily lessons in music. Allowing to each special teacher twelve lessons a day, a force of fifteen special teachers in music would be required. I don't believe there is a school board in the United States that would seriously consider the proposition to hire any such proportion of special teachers for music. The question does not need argument, the expense of such a plan throws it out of court without a hearing.

Grade teachers are teaching music in the schools of the United States under the direction of supervisors because from an economical standpoint it is the only possible plan, and if their work in music has been, is, and continues to be a failure, then instruction in music in the public schools, embracing all grades, will cease in time. But I take issue with anyone who passes such a sweeping condemnation of the work of grade teachers in music. It is true that at first thought it does not seem quite reasonable that teachers, the majority of whom have no knowledge, perhaps, of music beyond the most elementary features, and who in many cases are without special training, should be set to teaching singing, and sight reading, and the theoretical elements of music. But it must be remembered that the teacher of to-day is an educated woman. The requirements in nearly every city in the country make it necessary that teachers have either a high school education or what is nearly equivalent to it, and that they spend in addition two or three years of special study and training for their profession. They know far more of any topic than they are required to teach, music and drawing excepted, and the normal schools will soon do their duty in regard to these subjects. They are drilled in psychology and methods of teaching until they are quite capable of grasping any plan of instruction in its entirety and by detail, and while the general average of grade teachers' work in music cannot be expected to equal the general average of specialist's work in music, it is not so far below it as one might imagine.

It is not true that the work of the grade teachers in music is a dismal failure. The degree of satisfaction with which the musical instruction is regarded by the people of many cities and towns all over the United States attest this, as does the personal experience of school superintendents and music supervisors. It is folly to

suppose that since present methods are in many respects unsuited to the end sought, that children do not learn the rudiments of music and also acquire the arts of singing and music reading. The word method, the sentence method, and the phonic method of teaching reading of English are plans of yesterday. Generations learned to read before they were taught. The alphabet method did very well for the children of its time even if it was slow and unscientific. So in music. There are many children who will learn to read music and to sing, no matter how awkwardly the subject may be taught.

I do not wish to be misunderstood. Poor teaching is not condoned, but attention is called to the fact that children will acquire knowledge of subjects which interest them, and develop power to translate the symbols of speech or song even if the conditions are not entirely favorable.

What Great Teachers Can Do.

But to return to the work of grade teachers. First they are required to teach the elements of music, the symbols of notation and their meaning. There can surely be no doubt of their ability to do this.

Second, they must teach rote songs in many places. If the supervisor drills his teachers either in class or individually he will learn who can and who cannot sing the chosen songs correctly, and the work of teaching the children can be assigned to the latter class of teachers.

Third, the grade teacher should secure good tone from her pupils, a correct use of the voice. Many readers will smile perhaps when I say that it is very easy for grade teachers to do this. The entire subject of the child-voice in singing may be condensed into a few simple rules that can be apprehended and followed by any teacher.

It may not be in good taste to refer to personal experience and yet in this connection it may be excusable. What has been done in one place can be done in another, and in the schools of Bridgeport the use of the head-voice so-called has been uninterrupted for six or seven years. The quality of voice in many class-rooms is in no sense different from the soprano of properly trained choir-boys.

Fourth, grade teachers are required to teach sight reading of music. I suppose critics will say this is where they fail. It depends upon conditions. No one can develop the less talented pupils in music reading unless they are given plenty of drill, more than is now usual, upon well graded exercises and songs. Sight singing is quite a subject and can not be treated properly in a few words, but it may be said that when a supervisor knows how to secure sight singing, and can explain the method, his grade teachers can and will follow his instructions.

In conclusion I wish to call attention to a point which is very obvious. Grade teachers as a class must acquire the art of teaching singing thru experience, and some who are not musically facile need more experience than others.

When music is introduced into the schools of any city we may well be patient for a while with class-room teachers. FRANCIS E. HOWARD, Supervisor of Music.

Bridgeport, Conn.



Work with the Class.

The better a teacher is able to draw out the thinking power of his class, the better will the class be able to draw out the teaching powers of the teacher. A well-taught class fully recognizes a teacher's right to be ignorant of some things, or to find some questions difficult to answer on the spur of the moment, but a very ordinary class has enough cleverness and quick-wittedness in it generally to see the difference between a teacher who is mentally working toward the answer to a class question, and a teacher who is simply trying to cover up an inexcusable ignorance by strategy.

—Indiana School Journal.

Schools of the Northwest. IV.

The state board of public instruction, of Idaho, consists of the state superintendent, the secretary of state, and the attorney-general. The state superintendent is the president. The board has two regular meetings yearly, in June and December. It must hold two examinations yearly for state certificates and life diplomas.

The state superintendent is elected for two years. The present incumbent is a woman, as are fifteen of the county school superintendents. The duties embrace the supervision of the schools, the preparation of a course of study, the prescribing of rules for teachers' institutes, the visitation of schools, and the apportionment of the state fund. The results of the two years of service are embodied in the biennial report. The last superintendent, in his report, states that despite "The meager and utterly inadequate appropriations made by the legislature," he had visited every county in the state, traveling 32,768 miles. Other state superintendents have the same experience, it would appear, of magnificent distances and scanty appropriations.

County Superintendents.

Up to 1899, the duties of county school superintendents were laid upon the already burdened shoulders of the probate judge. It was impossible for the same official to perform satisfactorily the varying requirements of two such offices. The legislature of 1897 established the separate office of superintendent, to be filled at the election in 1898, as suffrage had been conferred upon women by constitutional amendment in 1896. The new office seemed the one for which they were best fitted. As has been stated above, three-fourths of the counties chose women to guide the destinies of the schools. To be eligible for the office, one must be a practical teacher of not less than two years' experience and the holder of a valid first grade certificate.

The requirements of the office are numerous and exacting. Each public school in the county must be visited at least once each term, the visit being at least one half day in duration. At least five office days must be kept in each month. Needed repairs of school buildings and the abatement of nuisances on school property, may be ordered. Four examinations for teachers' certificates are held each year. Certificates are issued, revoked, recorded. The county funds must be apportioned quarterly. Trustees for new districts must be appointed and vacancies filled. Finally, an annual report must be made to the state superintendent. The failure to comply with this requirement will result in the imposition of a hundred dollar fine.

School Districts.

School districts are of two classes, ordinary and "independent." There are forty-eight of the former to one of the latter in the state. The government of the ordinary district is in the hands of three trustees, one of whom retires yearly. They hold four regular meetings during the year. Such a district lapses, when, for one year, school is not maintained for at least three consecutive months, the organization is not kept up, and the attendance has been five pupils or less. Its moneys on lapsing shall be apportioned to the other districts, its property sold, and the proceeds turned into the general school fund. The regular election is held in June, when the special tax, if desired, is valid.

An independent school district can be organized whenever any regular district has at least \$150,000 of taxable property within its limits, upon the vote of one-fifth or more of its qualified electors. Fifteen are reported, four being in Canyon county, and two each in Latah and Kootenai. Eleven counties report none. The district has six trustees, two being elected on September of alternate years for six years. The meetings are monthly. Each district is expected, if the wording of the act be correctly understood, to maintain school for nine months.

University of Idaho.

WILLARD K. CLEMENT.

(To be continued in THE SCHOOL JOURNAL, December, 2.)

The Educational Outlook.

Radical Efforts in Belgium.

The *Nouvelle Université*, of Brussels, celebrated its sixth anniversary on Oct. 23. It is an institution so excellent in aim and scope that a brief account of it may be interesting. It has been eloquently described in the *Revue des Revues* for October as "An institution for the elevation of mankind."

There was established in Brussels, in 1837, a *université libre*, which should differ from others in being more closely in touch with the people. This university is still in existence with the old name but with none of the old spirit. It is the citadel of conservative and aristocratic influence in Belgium.

In 1894, the *nouvelle université* was inaugurated by two or three professors of the old *université libre*, who felt that they could no longer endure the restrictions laid there upon their teaching. They said of the old university in their platform: "It represents interests rather than ideas. It does not concern itself with the moral education of the youths that frequent it. It trains advocates, physicians, pedagogs; it does not seek to turn out men of character." The new university was inaugurated with a subscription of 45,000 francs. It had the first year two faculties, one of letters and one of law. There were only twenty-nine students. Each year new department have been added and the number of students has increased to about 500. All this without an endowment of any kind, and without a single paid instructor. All the professors give their services; some have also contributed books and scientific apparatus. Most of them abandoned excellent positions in the old university to enter upon this venture.

Majority voting in the faculty meetings is done away with. When a discussion arises in faculty meeting, all the arguments on both sides are stated and the secretary is empowered to translate into act the general sentiment as he understands it. Women have been admitted to all the courses for which they are fit. An *institut industriel* has been established. "The conquest of the university of the people," is its rallying cry.

The aim of the *institut* is to develop educated men who shall be capable of managing and directing great industries. It seeks to draw its students from all classes. It is not simply a workingman's institute, but an industrial seminary. On the ethical side, it enforces the dignity and nobility of labor. In it are found side by side young men of the laboring classes, who have been picked out as showing especial promise, and the sons of merchants or professional men. Already the intellectual classes have found out the value of the school and are anxious to place their children in it. Politically the heads of the new university are nearly all radicals. The rector is M. De Greef, the well-known sociologist, and the director of the *institut industriel* is M. Louis De Brouckere who was lately imprisoned for publishing a peace article entitled "Thou Shalt not Kill."

Headmaster Larkin Dunton.

BOSTON.—Dr. Larkin Dunton, who died in Boston at the age of seventy-one years on October 30, was an enthusiastic member of his profession and was regarded by many as the leader of the school men of Boston. Born in Concord, Me., he worked on the home farm until he was nineteen, when he entered Colby university, where his record brought him unusual distinction. Before going to Boston Dr. Dunton served for two years as principal of the New Lincoln academy, and for seven years in a similar position for the Bath high school. In 1868 he became sub-master of the Lawrence school and in 1872 was appointed head master of the Boston normal school, retiring from active service in 1898. Professionally and materially Dr. Dunton's life has been a successful one. Tho admiring the old-fashioned scholarly ideals he kept pace with advances in pedagogical thought to the close of his life.

Professor Frye's Work in Cuba.

Professor Alexis Everett Frye, whose appointment to the task of organizing a public school system in Cuba has been announced, was born forty years ago on the island of North Haven in Penobscot bay, and moved to Massachusetts in his boyhood, his family making their home for several years in Quincy. He prepared for teaching at the Bridgewater normal school, and then spent four years as a teacher at Quincy. During the next four years he was a teacher in the Cook county normal school at Chicago. He returned to Boston and there received the degree of LL. B. from Harvard. He has never practiced as a lawyer but has devoted himself to the preparation of material for a series of geographies. In 1890 he went to San Bernardino, Cal., as superintendent of schools and remained there three years.

A few years ago Professor Frye went abroad with several scientists to represent this government in an exploring expedition to Russia. When the Spanish war broke out he was detailed by President Eliot to drill the company of students then being formed at Harvard. This duty performed he applied for a commission for service in the Philippines.

Secretary Root declined to issue the commission but told the applicant that his services might be needed in a wholly different direction. Professor Frye was soon after summoned

to Washington to confer with reference to the establishment of a public school system in Cuba. He went to Havana at once and after an examination decided that he would undertake the task.

One interesting result of the appointment has been the drawing up a protest by a number of Cuban school teachers who want a Cuban as superintendent instead of a foreigner. The protest has been presented to Secretary of Justice Lanuza.

College and University News.

ANN ARBOR, MICH.—Mr. Allen S. Whitney, who resigned the superintendency of the Saginaw schools and accepted an appointment as junior professor of the science and art of teaching in the University of Michigan, was graduated from the institution to which he comes in 1885. Immediately upon his graduation he became superintendent of the Mt. Clemens schools and in 1892 he went to Saginaw. Mr. Whitney's preparation for college instruction has been very thoro. He has studied under Dr. G. Stanley Hall, and in Germany with Professors Rein and Wundt. In addition to his pedagogical work he will give much time to the inspection of high schools seeking to have their diplomas honored by the university.

Mr. Carnegie accompanied his gift of £50,000 to the Birmingham university scheme with the suggestion that a deputation should visit the United States and Canada with a view of drafting their scheme somewhat on the lines of Cornell university. Such a deputation has been appointed and will leave Liverpool on Nov. 1. Visits will be made to Cornell university, Stevens institute, Ann Arbor university, and Yale university, as well as the institutions of Montreal and Toronto.

CHICAGO.—Mr. S. W. Stratton, recently assistant professor of physics in the University of Chicago, has been appointed director of the United States bureau of weights and measures under the geodetic and coast survey. He was graduated in 1884 in the course in mechanical engineering from the University of Illinois, and then became an instructor in physics at that institution.

CAMBRIDGE, MASS.—A gift of \$20,000 has been made to Harvard university in memory of John Simpkins of the class of '85 and for the benefit of the Lawrence scientific school. The money will be used for the improvement of the mining and metallurgical laboratories, a department which has hitherto been weak.

ANN ARBOR, MICH.—A Persian, six Porto Ricans, and a full blooded native of the Sandwich islands are among the students in attendance at the University of Michigan this year.

OXFORD, OHIO.—The Western college had a most delightful "Education Day," October 28. Invitations to be present were accepted by teachers from different parts of the state, and by several hundred delegates to the state convention of federated clubs at Cincinnati. The subject discussed was "The Ideal College Curriculum for Women." The Federation convention had this year the first report of its education committee; hence it was a particularly auspicious time to pay a visit to a college. Among the distinguished speakers of the day were: Pres. Charles F. Thwing, Western Reserve university; Pres. David S. Tappan, Miami university; Supt. Richard G. Boone, Cincinnati; Mrs. A. A. F. Johnstone, dean of the Women's department, Oberlin college; and Mrs. W. P. Orr, president of the Ohio State Federation of Women's Clubs.

WASHINGTON.—The friends of the movement for a national university are not discouraged by the adverse action of the Committee of Fifteen. Ex-Gov. John W. Hoyt said that the resolutions adopted were misleading in that they declare against government control and maintenance, as if these were features of the measure before Congress.

The Johns Hopkins university committee on teachers' lectures has arranged an elaboration on the program of last year. A course of five free lectures, introductory to the education-series will be opened by Dean Russell, of Teachers college on Nov. 10. Courses in advanced physical geography, physics, zoology, "studies of the modern city," and on "living writers of England" will be given during the season. A special educational course will be conducted by Dr. G. Stanley Hall.

The University of Chicago is maintaining the policy of expansion by reaching out for students in foreign countries. Special arrangements are being made by which students from Japan may be admitted to the university by passing examinations in their own country. This policy will certainly increase the number of Japanese students in the institution. Knowledge of specified foreign studies will be accepted in lieu of certain English studies. Harvard is the only other American university which holds entrance examinations in Japan.

BALTIMORE.—A club for the study of educational problems and methods has been organized at the Woman's college, by Dr. Eleanor L. Lord, instructor in history. The membership is limited to seniors who expect to teach next year. The best schools of the city will be visited and arrangements are being made for addresses from prominent educators.

Rhode Island Institute of Instruction.

PROVIDENCE, R. I.—A distinguished company gathered in Providence on October 26 for the meeting of the Rhode Island Institute of Instruction. The appearance of Dr. Henry Barnard, formerly United States commissioner of education, was among the inspiring incidents of the opening session. Dr. Barnard in a voice whose vigor, enfeebled by his advanced age, seemed restored by the prevailing enthusiasm, addressed the teachers attending the institute he had himself founded and fostered during his term as commissioner of Rhode Island public schools in 1845. His thought was reminiscent, with a single glance into the future. "I stand here," he said, "in the last year of the last decade of the nineteenth century and can recall such a multitude of advances made that I can not look over to that century, to which many of you must pass, without congratulating you on the future that lies before you. To my mind the twentieth century is to be educationally a greater century than the nineteenth."

The welcoming address of this, the fifty-fifth annual meeting, was made by the president, Prin. Frederick W. Doring, of the Woonsocket high school, who said in conclusion: "With a pedagogy based on principles like those which have made the triumphs of modern science possible, and school administration turning more and more to the sound methods of the business world, we see on every side the indications that education is destined to come into its own."

The first paper of the morning session was read by Supt. Horace S. Tarbell, of Providence. He said: "These are the days of the expert; the days of the amateur have passed and mere mediocre attainments are not worth as much now as before. What a change has come over educational institutions in our time! We used to have doctors and lawyers talk to us and tell us how to be teachers. But on the program I fail to see any names but those of educators. Some people wonder who will do the rough work of the world when everyone has been educated. This matter will be influenced by the perfection of machinery, and there will always be some one to guide the machinery. The school must more and more take the place of the home in the moral training of the child." Supt. Tarbell declared his conviction that a shorter school year, with more school weeks, is coming as a part of our school system.

WORK OF THE SECTIONS.

"The Fundamental Aim and Process in Education" was the subject presented by Pres. Arnold Tompkins, of the Illinois state normal school. Altruism as a rule of conduct was the theme discussed. The teachers grouped themselves during the afternoon into high school, grammar school, kindergarten, and primary sections. In the high school section it was announced by the leader that 100 of Rhode Island's 175 high school teachers were present. A paper on "The Future of the Secondary School as Regards Culture," was presented by D. W. Abercrombie, principal of Worcester academy. The speaker defined the secondary school as one thru which a boy passes to the professional school. He did not feel that the secondary school no longer cares for defence, as agencies are openly at work against it. The secondary school is under strict surveillance and its future depends upon the contributions it makes to the culture of life.

"Present College Requirements—Do we Get the Best Results from our Secondary Schools under the Present Demands from our Colleges?" was the subject discussed by D. O. S. Lowell, of the Roxbury Latin school. Mr. Lowell believes that a stiff demand on the part of our colleges will keep out those who are unfit. The speaker declared the examination method to be unequal and altogether unjust and advocated in its place the certificate system by which a student qualified to enter one college would be qualified to enter any college.

The kindergarten section led by Katherine H. Clark listened to suggestive papers on "Art in Early Education," by Walter Sargent, assistant state supervisor of Drawing in Massachusetts, "Froebel's Mother Play," by Lucy Wheelock, of Boston, "What is a Child?" by E. Harlow Russell, principal of the state normal school at Worcester, Mass.

Prof. John M. Tyler, professor of biology at Amherst, spoke on "Growth" before the grammar school section. In Prof. Tyler's opinion the teacher is called upon to stimulate her pupils, tho the child has to do the growing itself. A technical talk on "Matter and Method in Geography" was given by Prin. Frank F. Murdock, of the North Adams, Mass., normal school. He suggested that when the question as to the location of the Amazon river was asked all were able to see the black line on the map. The teacher should make her pupils think of the wide expanse of river, the tropical foliage and the animal and bird life connected with it. Such was the method outlined in a paper full of the modern spirit.

Thos. B. Stockwell, commissioner of public schools, appeared before the primary section and spoke on "How a Teacher may Grow in Efficiency." The calling of the teacher demands a singleness of hand and eye and involves a constant drain on mental and physical vitality. The teacher can best develop by keeping in touch with the sources of life. Miss Sarah L. Arnold, supervisor of public schools in Boston, followed with a discussion of "Moral Training." She considered the teacher most successful who could set a good example before the child and so incite him to wish and desire to copy it without forcing the child to follow.

"The Educational Needs of the State" were presented by Gov. Dyer. Pres. W. J. Tucker, of Dartmouth college, made a powerful address in which he pleaded for the growing child.

The second day's discussions were opened by Sec'y Frank A. Hill, of the Massachusetts state board of education, who spoke on "The Manual Training Idea Essential to Early Educational Processes." He declared that the diversified training of the manual training school has made the boy the leader in factories. The idea of manual training should quicken public school methods. The address of President Faunce, of Brown university, was an impressive treatment of "The Plan of the College in the General Scheme of Education." Many of the observations were radical to say the least. "The school now holds the place once taken by the church. The college has been called the apex, but I would rather call the college the center of the circle, the secondary school the radius. Every school is to lead direct to the college, and every school is to lead from it."

The second day's section gatherings listened to the following addresses: "An English Laboratory," by Andrew J. George, of the Newton high school; "The Commercial Course," by J. P. Byrne, of the boys' high school of Brooklyn; "The Educative Power of Literature," by Arnold Tompkins; "Reading, What and How," by Sherman Williams, of Glens Falls, N. Y.; "Fatigue in School Children," by Will S. Monroe of Westfield (Mass.) normal school; "From Play to Earnest," by Emilie Poulsson, of the *Kindergarten Review*, and "The Rational System in Reading," by Supt. Edward G. Ward, of Brooklyn.

The evening lecture by William H. Smith, author of "The Evolution of Dodd," was a sprightly and humorous plea for the defective members of society who in his belief have been "born short."

The final session was opened on the morning of October 28 by Prin. Fred Gowing, of the Rhode Island normal school, who spoke on "What Rhode Island is Doing Toward Raising Teaching to the Dignity of a Profession."

The officers who are to guide the affairs of the institute during the coming year were announced as follows: President, Nathan G. Kingsley, principal of Doyle avenue grammar school, Providence; sec'y, Charles E. Dennis, Jr., Providence; asst.-sec'y, Valentine Almy, supt of schools, Cranston; treas., Sidney A. Sherman, Providence; asst.-treas., Reuben F. Randall, Providence.

The Edward Gideon Scholarship.

PHILADELPHIA.—Fifty years ago Mr. Edward Gideon, of Meade school, began his life-long calling of teacher. It has been generally felt by those who have come under his kindly and helpful influence that some recognition of his good work should be made by thousands of his alumni. It was at first proposed that a memorial fund be raised, but when this project came to Mr. Gideon's notice he declined to become the beneficiary of any such fund. It was then decided to raise \$5,000 to endow the Edward Gideon scholarship in the Univer-



EDWARD GIDEON.

(Courtesy of the Philadelphia Teacher.)

sity of Pennsylvania. This plan is being actively promoted by Prof. Franklin S. Edmonds, of Central high school.

Principal Gideon has influenced the lives of many thousands of Philadelphia's citizens and is to-day teaching the grandchildren of his former pupils. Parents living at a distance have begged the privilege of sending their boys to the Meade school that they might come under the wise direction of Mr. Gideon. It is computed that 19,857 boys have passed under his supervision during his fifty years of service. Faithful in the highest degree to all that pertained to his school work he has also found time to devote to any educational movement which aimed to raised the standard of the teachership. He strongly advocated manual training in years when it was regarded with contempt by school authorities. As an official of many teachers' organizations and as an editor he has successfully labored for many reforms now embodied in Philadelphia's school system.

New York City and Vicinity.

The central board of education has placed Miss Cecilia Carey on the retired list and allowed her annuity of one-half the salary received prior to her resignation. After an uninterrupted service of thirty-six years Miss Carey was compelled by ill health to resign her position as teacher in public school No. 56.

The New York Educational Council holds its annual monthly meeting on November 18. A round table conference on "Practical Methods of Supervision," will be led by Supt. Isaac E. Young, of New Rochelle. The discussion will be continued by Supt. W. R. Wright, of Nutley, and Supt. Chas. W. Deane, of Bridgeport.

Prof. Will S. Monroe, of the state normal school, Westfield, Mass., will lecture at a public meeting of the "Society for the Comparative Study of Pedagogy," to be held at the School of Pedagogy, New York university, on the evening of Monday, November 27, at 8 o'clock. Prof. Monroe's subject will be "Child Study, a Summary." The meeting is open to the public without tickets.

Miss Katherine E. Shattuck, of the art department of Pratt institute, Brooklyn, is to address the method class at the Prang normal art class studio on November 18, on the subject of drawing from the pose. Miss Shattuck is so well known as an art educator and as an able director of work in sketching and pose drawing, especially in its relation to public school work, that it is not necessary to say that the talk will be most beneficial.

An exhibition of the work of the vacation schools in Manhattan-Bronx has delighted many visitors during the past week at public school No. 180. The daily sessions were supplemented by addresses and explanations from the school authorities to whom these schools are assigned. An explanation of the courses of study was given by Dr. James P. Haney, supervisor of manual training, and an address by Dr. Hunter, of the Normal college on "Educational Value of Play," was a helpful commentary.

A large company of Normal school graduates gathered at the eleventh annual dinner of the association at the Marl borough hotel, on Nov. 11. This association is not conducted in the interests of any one school, but stands for the great body of normal graduates, whether they are actively engaged in school work or not. Socially and professionally the association has played an active part in its field.

The death of Mrs. Harriet M. Kemp occurred on Nov. 6. She was appointed school inspector by Mayor Strong and served with her characteristic energy. She has been an active member of many organizations, among them the New York Kindergarten Association.

The Schoolmasters' Association held its ninety-third regular monthly meeting on November 11 in the Brearly school. Prof. E. P. Morris, of Yale, will address the association on "The Ideal College Entrance Requirements in Latin."

It is reported in Brooklyn that Supt. William T. Vlyman will be appointed principal of the Eastern District high school and that Superintendent Felter will go to the commercial high school. Their places will in that event be filled by the appointments of Dr. John E. Griffin, and Miss Grace C. Strachan, branch principal of the training school.

Mr. John LaFarge, the distinguished artist, has accepted the position of director of the Art Students' League. The place, which carries no salary and of which the duties are onerous, has been filled for several years by Mr. Henry Prellwitz. Mr. La Farge has been glad to accept the responsibility because of the opportunity offered him to put into effect some of his ideas regarding the training of professional artists.

NEWARK, N. J.—The teachers of this city will hold their county institute on Nov. 24. The departmental plan will be observed and separate programs have been prepared for primary, grammar, and high school teachers.

Principalship Examinations.

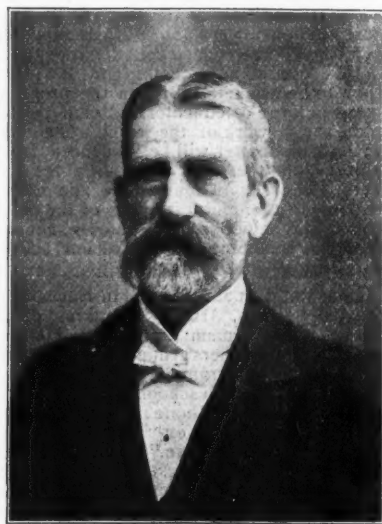
An examination for intending principals of elementary schools in Greater New York is announced for March 5, 7, and 9, 1900, at the hall of the board of education. Preparatory to admission to the examination for principal's license the applicant must be qualified in one of the following requirements: (1) Graduation from a college or university recognized by the regents of the state university, two years of professional study in a university school or department of education or in a normal school or college and with at least three years' successful experience in supervision or teaching since graduation; (2) graduation from a college or university with five years' experience in supervision or teaching (eight years are necessary for licenses in Manhattan-Bronx); (3) a New York state certificate granted since 1875 with eight years' experience immediately preceding the examination (this condition does not suffice in the boroughs of Manhattan, the Bronx, and Brooklyn); (4) ten years' experience in teaching or supervision in city public schools preceding the examination.

The position of each applicant on the eligible list will be de-

termined by his marks in the written and oral examinations in school management, methods of teaching, history, and principles of education, and in personality, studies, and experience in teaching. A scholarship test is also required from applicants who are not college graduates. Exemptions must be filed before January 1, 1900. The subjects embraced in this examination are English literature and rhetoric; logic and psychology; algebra, geometry and trigonometry; physics, chemistry, physiology and hygiene; physical and mathematical geography, United States History, civil government; a language and its literature, viz.: Greek, Latin, French, German, Spanish, or Anglo Saxon. Those who intend to enter this examination must file before February 1, 1900, a brief statement setting forth the grounds on which he claims eligibility, with documentary proof of the essential points.

Richmond Appropriation Exhausted.

Each day seems to add to the confusion growing out of the clauses of the New York city charter governing municipal education. Richmond borough is now protesting because it has been placed in the embarrassing position of withholding its teachers' salaries for part of October and for all of November and December. The borough school board threaten to close their schools until Jan. 1, when the money appropriated for 1900 will be available. This contingency is not at all likely but is put forth in the hope of influencing the board of estimate. The announcement is made that Auditor Cook will take the



SUPT. IRVING GORTON, of Sing Sing, N. Y.
President-elect of the New York State Council of School Superintendents.

money still remaining of the various appropriations, lump it into a general fund and so divide it again that all the teachers in the boroughs will get the minimum salaries allowed in the schedule of the Ahearn law.

There is a school attendance of more than 10,000 children in Richmond borough, with thirty-one school buildings and 225 teachers. The trouble arises over the moneys apportioned by the central board of education in the early part of 1899. The board of estimate and apportionment appropriated the sum asked for teachers' salaries by Richmond borough, but the central board reduced the amount by \$50,000, thus causing the present muddle.

Training School Requirements.

Admission to the New York city training schools for teachers is made possible to applicants by examinations scheduled for January 3, 5, and 8, 1900. Applicants must have reached the age of seventeen and must declare an intention to engage in teaching in the public schools of the state on the completion of the training courses. Before admission to examination they must hold a high school diploma. The scholarship tests include English, mathematics (arithmetic, algebra and geometry), history and civics (Greek, Roman, English and American history), geography, drawing, science (botany, zoology, physiology and physics), Latin or French or German.

The texts selected for reading and as a basis of composition in the examination in English include Dryden's "Palamon and Arcite," Pope's "Homer's Iliad," Books I., VI., XXII., and XXIV., Addison's "Sir Roger de Coverley," papers in "The Spectator," Goldsmith's "Vicar of Wakefield," Scott's "Ivanhoe," DeQuincey's "Flight of a Tartar Tribe," Cooper's "Last of the Mohicans," Tennyson's "Princess," Lowell's "Vision of Sir Launfal."

Applicants for teachers' license, No. 1, who claim eligibility on the ground of experience in teaching, but not on account of graduation or professional studies, will be required to take this examination even after a practical experience of three years in class teaching.

Chicago Notes.

The courts have again upheld the school authorities in the splendid work they are doing for the enforcement of the compulsory education ordinance. They are continually interfered with by ignorant parents. In one instance a father who had persistently defied the authorities was finally convinced by a city justice that he was working against the best interests of his children.

Teachers' Federation Activities.

The Teachers' federation met on October 28, in Handel's hall. The meeting was preceded by a parliamentary drill by Mrs. Mary Urquhart Lee. The duties of the eight standing committees, as defined by the board of managers, were concurred in by the federation. This will greatly facilitate business. The finance committee was instructed to ascertain what action the board of education intended to take in regard to salaries, and to call the attention of the board to the fact that teachers who had not reached the old maximum were especially affected by the stoppage of the increase. The committee on education and information was directed to ascertain from the proper authorities what is required of teachers under the new system of marking. The meeting closed with an instructive paper on Carlyle, by Miss Ellen Fitz Gerald, of the Austin high school.

Dr. Andrews' Appointments Opposed.

Friction has lately arisen among the members of the board of education over the appointment of principals for the evening schools. Two lists of appointments by Dr. Andrews and President Harris have been posted. The appointees have

mended by me for any position in any evening school except in accordance with nominations and recommendations made to me by assistant superintendents, and not one has been ordered by me to any school until after my recommendation in the case had been ratified by the proper committee of the board. An order was passed Sept. 6 to begin the evening schools Nov. 6, so that some provision for the charge of the schools had to be made at once. I sent to the schools the principals whom the proper committees had approved, marking each assignment paper 'subject to the approval of the board.' It was of course possible that some thus placed might fail of election at the next board meeting, but it never entered my thought that the placing of any of them pending the board's action could be objected to."

Who Should Have Charge?

Observers of public affairs here have commented on the proposal for the employment by the board of education of fifty medical inspectors. It is thought that under an ideal municipal government the health board, not the school board, would have charge of the inspection. The duty is essentially within the province of the former, which has the machinery for the purpose and which would require only an increase of its force of examiners. But the vesting of this function might lead to collision between the boards and to perpetual misunderstanding and cross-purposes. The danger from politics would be enhanced ten-fold if the school commissioners and health commissioners were forced into an involuntary partnership for the disposal of an appropriation of \$20,000.

Interesting Notes from Everywhere.

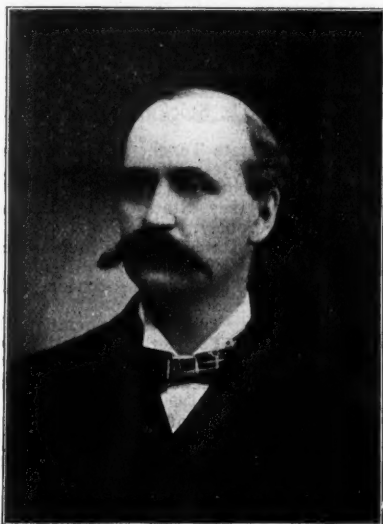
INDIANAPOLIS.—Political differences may cause wholesale prosecution for violation of the truancy law in Carroll county. Mr. Roscoe Dillon was employed to teach the Quarrel Hill school, but as the trustee and teacher are Republican and the patrons of the school are Democrats, the latter have taken their children from the school until a teacher of what they consider proper political faith is placed in charge. The truant officer has notified the parents to place their children in school in five days or prosecutions will at once ensue.

BOSTON.—Among those who will speak at the annual meeting of the Massachusetts Teachers' Association to be held in the English high school on Dec. 1 and 2, are Booker T. Washington and Mayor Quincy. The most notable pedagogical contribution will come from Supt. A. K. Whitcomb, of Lowell, who will speak on "The Physical Defects of School Children." The arrangements for the reception are unusually elaborate.

BUFFALO, N. Y.—Fifteen of the city's representative teachers are portrayed on the first page of the Sunday *Courier*, of November 5. Miss Ada M. Gates and Miss Amelia H. Lee lead the group of earnest faces. The display is an instance of good judgment on the part of the *Courier* and a merited tribute to a company of instructors whose training and ideals make them efficient guardians of a great trust.

SPRINGFIELD, ILL.—State Supt. Bayliss is taking active part in the restoration of the Lincoln monument in this city. The monument when completed at a cost of about \$100,000 will be as near like the present one as possible. Every piece of material now in the monument (which is in a bad state of decay) found available will be used. The shaft will be about fifteen feet higher, this being the only material change.

The native mayor of Pinar del Rio, Cuba, has ordered a the children between the ages of seven and thirteen who are found in the streets between eleven in the morning and four in the afternoon to be taken to school by the police.



PRIN. WILLIAM E. WATT, Graham School,
President of the Chicago Institute of Instruction.

appeared to take charge of the schools to which they were signed but withdrew till the issue between the authorities had been settled. The question involved is, Who has the authority in the neglect of duty of the board in taking action, to make the temporary appointments?

Dr. Andrews has issued a statement in defense of his position. "No principal or teacher," he says, "has been recom-

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<i>Macbeth,</i>	<i>Cymbeline,</i>	<i>Richard III.,</i>	<i>Henry VIII.,</i>
<i>The Merchant of Venice,</i>	<i>A Midsummer Night's Dream.</i>		

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Scott's <i>Ivanhoe.</i> (MACCLINTOCK <i>Nearly Ready.</i>)	Carlyle's <i>Essay on Burns.</i> (GEORGE) 30c.	Dryden's <i>Palamon and Arcite.</i> (CRAWSHAW) 35c.
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	Sir Roger De Coverley. (HUDSON)	

DESCRIPTIVE CATALOGUE FREE ON REQUEST

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PHILADELPHIA, PA.—Madame Emma Nevada visited the Lincoln school in response to an invitation from the director of music in the public schools. She there examined the practical workings of the course in music. She expressed herself as pleased with its completeness. She delighted the pupils with several popular songs, remarking that it was the first time she had sung in America since her return from Europe.

The high school for girls is to have an appropriation of \$4,000 for equipping the physical and physiological laboratories with individual apparatus for the students.

MT. GROVE, MO.—Prin. W. H. Lynch is doing an excellent work at the Mountain Grove, Missouri, academy where he has been in charge since 1887. Born in the county where the academy is now located he has an exact appreciation of community needs and how to meet them tactfully. His personal popularity largely accounts for the success of his institution in a section now fully alive to its agricultural possibilities.

BALTIMORE.—An educational landmark awaits a purchaser. The Oliver Hibernian free night school was established by a bequest of John Oliver in 1824, and has occupied a two-story brick building during its successful course. The property is offered for sale but the school will continue without interruption.

WILLIAMSTOWN, MASS.—Dr. Luther Dana Woodbridge, professor of anatomy and physiology in Williams college, died suddenly on Nov. 3. He was a general practitioner in New York till 1884, when he was called to a chair in Williams. Dr. Woodbridge was widely known in his community for his public spirit and many deeds of kindness and charity.

UNADILLA, N. Y.—Prof. R. F. Sullivan, instructor in Unadilla academy, is dead. He was born in Onondaga county in 1860, and was graduated from Cornell, in 1883. He was at one time editor of the *Unadilla Times*, but preferring educational work he became instructor in Unadilla academy.

Jersey City Honors Superintendent Snyder.

JERSEY CITY.—At a meeting of the board of education held November 9, Supt. Henry Snyder was re-elected for a term of three years. His salary, which has heretofore been \$3,500, was increased, by a resolution unanimously passed, to \$4,500 per year, in accordance with a legislative act passed, last winter authorizing such increase. This is a tribute to a faithful public servant and it is earnestly hoped that the salaries of the teaching force may be soon raised, from the principals down to the training school graduates. The latter now receive only \$400 per year for the first three years, when it is raised to \$408 per year for the next two.

The committee of the board appointed to select a site for the new high school have agreed on what is known as the Harrison estate. This plot is situated on the brow of the heights, corner of Palisade and Newark avenues, and is a commanding one, overlooking lower Jersey City and Hoboken, and being in plain view of New York. It now remains for the city finance board to purchase the site or reject it.

The New Jersey council of education met November 11, in the city hall. Two important subjects were discussed by the council: viz., "The Proposed Revision of the School Laws" and "Grading and Promotions." The conclusions arrived at are to be embodied in resolutions to be prepared by a committee of five, of which Supt. B. C. Gregory, of Trenton is chairman.

THE SCHOOL JOURNAL

(Established 1870), published weekly at \$5.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish *THE TEACHERS' INSTITUTE*, monthly, \$1 a year; *THE PRIMARY SCHOOL*, monthly, \$1 a year; *EDUCATIONAL FOUNDATIONS*, monthly, \$1 a year; *OUR TIMES (Current Events)*, semi-monthly, 50 cents a year; *ANNALES*, monthly, \$1.50 a year; and *THE PRACTICAL TEACHER*, monthly, 30 cents a year. Also Books and Aids for teachers. Descriptive circulars and catalog free. E. L. KELLOGG & CO. 61 E. Ninth Street, New York.

Important Educational Meetings.

Nov. 24-25.—Massachusetts Teachers' Association, at Boston. Secretary, Mr. Lincoln Owen, Boston.

Dec. 1-2.—Association of Colleges and Preparatory Schools of the Middle States and Maryland, at the state normal school, Trenton, N. J.

Dec. 1-2.—Massachusetts Teachers' Association, Boston.

Dec. 17-19.—Iowa State Teachers' Association, at Des Moines. Sec'y, Carrie M. Gooddell, Corydon.

Dec. 26.—Florida State Teachers' Association, Tallahassee.

Dec. 26-28.—Territorial Teachers' Association, Opera House, Oklahoma City.

Dec. 26-28.—Illinois State Teachers' Association at Springfield. Pres., Albert G. Lane, Chicago; first vice president, J. D. Shoop, Paris; sec'y, Joel M. Bowley, Carbondale; treas., Walter R. Hatfield, Pittsfield.

Dec. 26-28.—Kansas State Teachers' Association, at Topeka. Sec'y, Miss Helen Eacker, Minneapolis, Kan.

Dec. 26-28.—Minnesota Educational Association, at St. Paul. Pres., J. D. Bond, St. Paul; sec'y, W. G. Smith, Minneapolis.

Dec. 26-29.—Nebraska State Teachers' Association, at Lincoln.

Dec. 26-27-28-29.—Indiana State Teachers' Association, Indianapolis. Pres., W. H. Glasscock, Bloomington; sec'y, J. R. Hart, Lebanon.

Dec. 27-29.—Southern Educational Association, at Memphis, Tenn. Pres., Junius Jordan, Fayetteville, Ark.; sec'y, P. P. Claxton, Greenboro, N. C.

Dec. 27-29.—Montana State Teachers' Association, at Helena. Sec'y, Miss Lillian Carey, Boulder.

Dec. 27-29.—Maine Pedagogical Society, at Bangor. Sec'y, Prin. R. E. Cole, Bath.

Dec. 27-29.—North Dakota Educational Association, at Grand Forks. Pres., W. L. Stockwell, Grafton; sec'y, Geo. Martin, St. Thomas.

Dec. 27-29.—Missouri State Teachers' Association at Jefferson City. Pres., Dr. R. H. Jesse, State university, Mo.; sec'y, Supt. O. H. Stigall, Chillicothe.

Dec. 27-29.—New Jersey State Teachers' Association, Trenton. Sec'y, L. C. Wooley, Jersey City.

Dec. 28-29.—New York State Science Teachers' Association at Syracuse.—Sec'y, James E. Peabody.

Dec. 27-29.—Wisconsin Teachers' Association, at Milwaukee. Pres., W. H. Elon, W. Superior.

Dec. 27-30.—Idaho State Teachers' Association, Boise City.

Dec. 27-30.—Michigan State Teachers' Association, at Lansing. Holiday Week.—Conference of New York State Associated Academic Principals, at Syracuse. Pres., D. C. Farr; sec'y, S. Dwight Arms.

Holiday Week.—Conference of New York State Grammar School Principals, at Syracuse.

Holiday Week.—Colorado State Teachers' Association, at Denver. Sec'y, F. J. Francis, Denver.

Holiday Week.—Convention of New York State Commissioners and Superintendents, at Syracuse.

Holiday Week.—South Dakota Teachers' Association, at Watertown.

Feb. 28, Mar. 2.—Department of Superintendence, at Chicago. Pres. A. S. Downing, New York City; Sec'y, C. M. Jordan, Superintendent of Schools, Minneapolis, Minn.

July 31-Aug. 3, 1900.—Tennessee State Teachers' Association Monteagle. Sec'y, R. L. McDonald, Union City.

1900.—New York State Teachers' Association. Thousand isles. Sec'y, R. N. Searing.

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THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated of from forty-four to sixty pages with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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Interesting Notes.

Native South African Tribes.

The South African natives may be broadly divided into Hottentots and Bushmen, and members of the Bantu family, of whom the Kaffirs are the leading type. The former appear to have been the earlier inhabitants, and to have been driven further and further south by the latter, who now extend from Lake Victoria Nyanza and the Congo right down to Natal and Kaffraria.

It is difficult to find Hottentots who have not been more or less influenced by Europeans. Naturally they are rather good looking, but soon become coarse and wrinkled. Though the men have now mainly adopted European clothing, they formerly ressed only in skins of sheep, tigers, and other animals. Both body and head were plentifully besmeared with grease, often mixed with a reddish iron paint.

Their patriarchal government has now been almost entirely superseded by British rule. Stolid, not very sensitive to pain, very impatient of restraint and continuous work, the Hottentots cannot be said to have in them the making of a nation. Although not a few of them have shown themselves capable of elevation by Christianity, the majority remain but moderately advanced in civilization and intelligence.

The Hottentot language is remarkable for its "click" sounds which are almost unpronounceable by Europeans. They are chiefly uttered in drawing in the breath, and are comparable to the sound used to urge on horses, the crack of a whip, and the popping of a cork. It is said that three-fourths of their syllables begin with these clicks, which are produced by the tongue applied to the gums or roof of the mouth, and suddenly withdrawn. Europeans cannot follow these clicks immediately with another syllable, as the Hottentots do.

The Bushmen.

The Bushmen are a poor miserable race of outcasts, who originally lived in caves in the mountains of Cape Colony and further north. Their name is derived from the Dutch Bosjemans or men of the woods. There is no reason for distinguishing them as a race from the Hottentots.

They are simply a smaller and more infatigable type of the same race. Their average height is only four feet six or eight inches. The skull is small and moderately long-headed; the nose is very flat and nostrils wide—in fact they have the flattest and widest nostrils of any race. Their language differs considerably from the Hottentot, having no fewer than six click sounds, while the Hottentots have but four and the Kaffirs three. The blackened grease with which the Bushmen smear themselves make them appear darker than they really are. They are of a yellowish color, not unlike Mongoloids, but the hair, like that of the Hottentots, is apt to assume a tufted appearance.

Their sight and hearing are remarkably acute and they are skillful hunters. With their small poisoned arrows they can overcome the largest animals. One of their characteristics is their fondness for carving the walls of their rocky abodes with drawings of men, women, and children, or animals.

The Bantu Tribes.

The larger portion of the South African peoples come under the general designation of the Bantu tribes. Among these are the Kaffirs, Zulus, Betuanas, Damaras, and most of the Congo and Zambesi tribes. They have a cranial capacity much above that of the average Negro and Hottentot. The form of the nostrils and the projection of the nose are those characteristic of the Negro race; the skull is long and high, but the jaws do not project forward to the same extent, being intermediate between the Negro and the European. Thus physically, while truly Negroes, they are a distinct subdivision. The Bantus as a rule are dark brown, with an infusion of red. Their hair is not so frizzly as that of the equatorial Negro. In mental character they are much in advance of their darker brethren: and their body corresponds, being robust and vigorous. The Eastern Bantu may be divided into the Kaffir, the Zambesi and Nyassa, and the Zanzibar groups. The first of these is the most important, including as it does the Zulus, the Khosa, the Pondos, the Fingoes, the Tombu, Matabele, etc.

The Kaffirs have attained high skill in the herding of cattle, driving them by means of trained leaders, and using peculiar clubs called knob-keries, to keep them in order. They have many domestic arts such as making mats and baskets of grass and rushes, rude sun-dried pottery, the dressing of hides, etc. They are the bravest natives with which the Europeans in their conquest of South Africa, have had to contend. In most respects, however, they are intellectually little more than children, and before the advent of Europeans few of them had any notion of number beyond ten.

Dr. Schechter, the Great Orientalist.

Dr. Schechter, the greatest European scholar in Jewish science, of the University of Cambridge, England, is coming to this country. He is called the Jewish Carlyle, though he dislikes Carlyle as much as Carlyle disliked most other people. He has endless stores of scholarship, an amazing acquaintance not only with Hebrew, but with universal literature. When one reflects that he is really a Roumanian exile, his command of English, as shown in his st. dies of "Judaism," is marvelous. This book by its wisdom, wit, and beautiful style takes a place in English literature quite apart from the place which its extraordinary



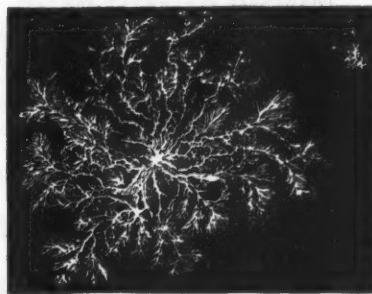
DR. S. SCHECHTER.

erudition and insight give it in the realms of learning and theology.

Dr. Schechter is a great discoverer, not of ancient cities, but of ancient manuscripts. He had the good fortune to light upon a veritable treasure at Cairo, a chaotic shipload of manuscripts, now safely stored in a vault at Cambridge university. Among those he found the Hebrew original of "Ecclesiasticus," which has hitherto had no more authoritative original than a Greek text. And this Hebrew original throws many new sidelights on the hypotheses of the great German and Dutch scholars who have torn the Old Testament to pieces.

Photographing Electric Flashes.

Electrography is the name of a new art just discovered by Prof. Elmer Gates, of Washington, D. C.—it is the recording of electric flashes on sensitive plates. To do this a frictional or static machine is used, but the details of the process are too technical to give here. It is sufficient to say that the plate was thrust in the way of the



electric sparks as they leaped from knob to knob and then the picture was developed in a dark room like any other photograph. A succession of lines was revealed (see illustration) forming figures comparable only to a beautiful spray of sea moss, with delicate branches radiating in all directions.

Weak Lungs

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Income	\$55,006,629 43
Disbursements	35,245,038 88
Assets, Dec. 31, 1898	277,517,325 36
Reserve Liabilities	233,058,640 68
Contingent Guarantee Fund	42,238,684 68
Dividends Apportioned for the Year	2,220,000 00
Insurance and Annuities in Force	971,744,997 79

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When printed upon ordinary photographic paper these lines showed in pure white against a dead black ground. A pin hole burned in an envelope represented the normal path of the miniature thunderbolt before striking the sensitive plate. This strangely branching figure, covering about eighty square inches, represented its path immediately afterward.

During a recent thunder storm in Washington several men took shelter near some trees, and the bench upon which they were sitting was struck by lightning. One of these men afterward found upon his body what he called "the picture of a tree." People speaking about it and newspapers writing about it described the mark as a photograph of a nearby tree, made on his body by the lightning. An examination of the electrographs will make it evident that it was not a picture of a tree, but a picture of the path taken by the current in spreading over the surface and through the skin. This popular belief in "lightning photographs" upon the body must consequently be abandoned.

Professor Gates estimates that a one-inch spark of his artificial lightning will make an electrograph of one inch area, while a seven inch spark will make one of about one hundred square inches area. He says that he would need a photographic plate of many acres area to receive the complete electrograph of a lightning flash a mile long.

The Top of Mount Kenia Reached.

Mr. Mackinder, of Oxford university, has succeeded in climbing Mount Kenia in British East Africa. He is the first man to reach the top, which is 18,000 feet above the sea.

The Kimberley Diamond Mines.

One of the centers of interest in South Africa at present is the diamond mining city of Kimberley, situated near the western border of the Orange Free State. The discovery of diamonds was made in 1867. A Kaffir boy who was playing with a pebble attracted the attention of a prospector. On examination the shining stone proved to be a diamond. That was the beginning of the Kimberley mines. Between 1867 and 1899 the value of the diamonds taken out was \$455,000,000. There were originally four famous mines—the Bultfontein, Du Toit's Pan, De Beers, and Kimberley. In the natural order of events a trust had to follow, so all were merged into the Kimberley, the richest and largest. The trust occupies 200,000 acres of land, and employs 15,000 natives and 25,000 whites.

The Kimberley mine is the crater of an extinct volcano. The mouth of the crater is 312 feet below the surface of the prairie, and the shaft is 300 feet below that, making the total depth 612 feet. Blue rock is raised to the surface by powerful machinery, where it is spread out in a field of about 200 acres and left to the mercies of the sun, rain, and winds for a year, when it decomposes and falls apart. It is then crushed and washed twice or three times, and finally passed over shaking tables covered with a kind of grease which retains the diamonds, while the refuse passes off. The natives who are employed in the mines live in what are known as "compounds." These are pens of iron and wire, surrounded by barbed wire fences ten feet high to prevent escape. In the corrugated

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TIME TABLES ADJUSTED.

Managers of Pennsylvania Railroad, Southern Railway and Connections Arrange Fall Schedules.

A schedule meeting of the Pennsylvania Railroad, Southern Railway, Florida East Coast Railway, Plant System and Norfolk & Western was held at the Pennsylvania Railroad station, Washington, D. C., Thursday, Nov. 2, and remained in session until a late hour in the evening, important changes of schedules being determined upon.

The annual announcement of the operation of the New York & Florida limited, leaving New York, Twenty-third street, over the Pennsylvania Railroad at 12.40 P. M., and Washington over the Southern Railway at 6.35 P. M., and arriving at Savannah 10.35 A. M., Jacksonville 2.35 P. M., St. Augustine 3.45 P. M., and Port Tampa, 10.05 P. M., the following day was made.

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THE SCHOOL JOURNAL

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Vol. LIX.

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No. 20

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The Christmas Thought.



WITH us Christmas is the great season of rejoicing. No one experiences this more vividly than those who live with little children. The crisp winter air, the merry sports out-of-doors and around the fireside, the expectant guessing at the favors of Santa Claus—all seem to unite to prepare the hearts for the still greater joy given in the day itself. How miserable the men and women must feel who are too weak to break the chains of worry and discontentment and to join in the gladness of their fellows. And what shall we think of the child who does not enter into the spirit of joyousness which is his special child-right? Think of a butterfly that has lost the color of its wings and with it the power to fly. What a pitiable sight!

Good Will Toward Men.

If we should inquire deeply into the sources of the Yule-tide happiness we would find that they were given in the heavenly "Good will toward men." This is the real "tidings of great joy." Upon the school devolves the duty of seeing to it that the practical lessons of "Good will toward men" are revealed to the youthful hearts.

Doing Good Unto Others.

The life principle of good *willing* or benevolence is *doing* good unto others. Encourage the children to *do*. Teach them to keep their fingers busy with making presents for their parents and other relatives and friends. Teach them to help, if they are able, to contribute toward the feeding and clothing of the poor. In short, bend every effort at this season toward promoting mutual service and doing good to others.



Xmas Thought in Education.

Viewed from this standpoint the mighty power of the kindergarten idea in early child training cannot fail to impress the thoughtful educator. The working *with* others and *for* others compels a going out from self, which enriches the soul and multiplies its sources of happiness. The true kindergarten idea is the practical application of the Christmas thought in the daily life of the child.



The children's *buying* of presents for their parents and friends should be discouraged with tactful effectiveness. They must be made to feel that the work of their own hands is worth a great deal more than anything to be found in the stores. Of course if children are earning money and buy with their savings, they are making as much of a sacrifice as those who give the direct product of their labor. But most children buy with their parents' money and thereby lose the richest reward in the joy of having made the sacrifice.

Let this be a busy, *beneficently* busy, Christmas and it will be a "Merry Christmas."



Christmas in an Indian Boarding School.

By BLANCHE E. LITTLE.

The United States government, in its fostering care of the Indians within its bounds, has not neglected to provide for the educational welfare of the Indian children. This grand work was begun during the first presidency of Gen. Grant, and has been so carefully prosecuted ever since that it is now an assured and splendid success.

Our Christmas was spent at an Indian industrial boarding school that contained 125 pupils. These are clothed, fed, and lodged at the building during the school year, only being allowed to go home every few weeks to spend Sunday. The employees at the school are appointed by the government and draw their salaries quarterly. There are a superintendent, matron, assistant matron, seamstress, cook, two laundresses, industrial teacher, and three regular teachers.

It was just before the Christmas time the principal teacher had been telling the pupils about the Christ Child, had shown them a picture of Bodenhause's "Madonna and Child," had told of the Babe in the Manger, and of Santa Claus and the joy and delight he brings to children. She was set to thinking by the question, "Is it only for the white children Santa Claus comes?" Later, as she was passing thru the sewing-room, where two of the larger girls were instructing some of the smaller ones in making bead necklaces, they dropped their work and said, "What was that you told us about the white people's Christmas?"

The story of Santa Claus was repeated, and they were told of Christmas trees and how delighted the children always were with them, and soon the whole crowd was deeply interested. That evening the agent, the "Major" was appealed to, to know if there was any fund available for giving the children a Christmas tree and presents. He replied that there was not, but said he would appeal to the department (commissioner of Indian affairs) and see what could be done. The result was that the sum of fifty dollars was placed to his credit, as a present to be used in giving a "Merry Christmas" to the Indian school children.*

The young gentleman teacher and the commissary clerk were detailed to go to the Cimarron river about thirty miles distant and get a couple of cedar trees, as tall as could stand in the school-room. They returned with two fine trees, a quantity of branches and mistletoe which they had found growing in the top of oak trees in an adjoining reservation near the "Twin Mounds," and they had found also plenty of the red bitter-sweet berries. They bagged some game, having two wild turkeys and a quantity of quail, and they reported having seen the tracks of a mountain lion.

Everybody in the agency was set to work making preparations for Christmas. A very careful list was made of articles which the trader should order. Each

girl in school was to have a doll and a hair ribbon. Each boy a pocket-knife (dearer, if possible, to the heart of the Indian than of the white boy) and a pocket comb. There were neckties, handkerchiefs, perfume, and hair-oil. The larger boys had good books and the smaller ones picture books.

The supply room of the school was also drawn upon; this furnished a red bandanna and pair of mittens for each boy. There were shoulder-shawls for the girls, and as there were whole bolts of calico and gingham, the seamstress made pretty aprons for the girls, and sweeping caps for those large enough to assist in the housework of the school. There was plenty of cotton batting, so there was no lack of "snow" for the tree. The boys had raised popcorn and peanuts (or "ground peas" as they are called in the South) and cotton plants on the school farm. They popped and roasted the corn and nuts and made long strings of them. As the cotton had not all been picked, they gathered some of the nicest bolls for decorative purposes. Stah-cah who had recently been on a visit to his friends, the Cheyennes, and brought back a quantity of pecans, donated a bushel for the Christmas "Council" (as he called it). Colored mosquito bar was made into bags and filled with nuts and candy. Two barrels of apples and two buckets of candy were ordered from Kansas. Several barrels of sorghum had been made from cane received by the school boys. The cook made large kettles of "taffy" and the boys and girls spent several pleasant evenings pulling it. Several large fruit cakes were made and stored away. A kind Quakeress, in Philadelphia, sent a box for the school girls, containing beads, ribbons, books, needle cases, scissors, etc., all of which added much to the variety of gifts.

A note was sent to the nearest large town telling of the effort being made to celebrate Christmas at the agency, and that several of the pupils were musically inclined. This brought a flute for Bruce, a fife for Stacy, an accordion for James Bear, and a quantity of harmonicas, which the boys soon learned to use skilfully. The old Indians were told of the preparation being made and asked to make and place on the tree any gifts they chose. Many articles were brought, bead necklaces and hat-bands, bells woven of yarn, riding whips of horsehair, moccasins, tobacco bags, some beaded, others made of various colored ribbons done in applique; bows and arrows, knives with deer horn handles. Old Sterac-kewa, a gray-headed, short-skirted squaw, brought for her grandchild whom she dearly loved a home-made doll, dressed to represent a woman of the tribe.

All decided that a Santa Claus was a prime necessity on such an occasion, and the duty of representing that



An Indian Chief and his Son at the Christmas Celebration.



BARTELEDES.

A young Apache whose profile is thought by many to bear a strong resemblance to that of the dead Napoleon.

*This was undoubtedly the first appropriation of the kind ever made for such a purpose.

important personage fell to the colonel, who had the rosy cheeks, ready wit, comic action, and glib tongue necessary for such a character.

When Christmas eve came, all was ready. The walls of the school-room were decorated with drawings made by the pupils. The Indian children are naturally gifted in this line, all the training of their ancestors having been



Little Tacah was made happy with a fan.

to cultivate the eye, and these pupils had been fortunate in having particularly good instruction along this line. The pillars were wound with cedar and festoons of it hung from the ceiling. This was interspersed with cotton bolls, mistletoe, and bitter-sweet. Across one end of the room were gracefully draped two large flags, making an effective background for the two huge Christmas trees, decked as never before were such trees. Towering above the trees and reaching across from one to the other was a "totem," a bundle looking like an immense chrysalis or silkworm cocoon; it was wrapped in an old gray cloth and securely fastened with many windings of small rope. These totems are mounted on poles and set in the center of an Indian village. They are sacred and valuable to the Indian, warding off danger and disease, it is thought. They may contain the remains of an eagle, the rattle of a snake, and some roots or herbs previously pow-wowed over by a medicine man. Many were the curious glances and mutterings as to why this was on the pretty trees. "Yes," said Big Thunder, "that is the totem from our village. I know it by the knot in the rope and the way the cloth was pulled out one end, by the storm, before we went to smoke ponies with the Osages." These Indians were to have a lesson from this curious object on the Christmas tree.

If there was anything in excess of any other requisite, it was the audience. Eagle Chief, Spotted Horse, Coming Bear, and every old Indian who could get there, all were present. The parents came bringing the children too small to attend school. There was quite a sprinkling of paposes, many of them strapped to their mothers' backs, and very funny they looked peeping from their curious cradles. There were plenty of Indian young braves there, attracted mostly by the novelty of the scene, and several cowboys who were recalling similar, yet different scenes "away back East." The government agency employes and their families including several white chil-

dren were there. It was certainly a thoroly "mixed" audience.

The superintendent made a few remarks of welcome. Then the agent gave an address in which he showed these "children of the plains" that the brightest light that ever shone on the paths of man was that which radiated from the body of a little Babe in its Mother's arms in far away Bethlehem. A power had come among men as sweet, as soothing as the April rain, and more potent than the forked lightning that sunders the storm cloud of a hot summer day. This was repeated to the audience by the interpreter. Some beautiful Christmas carols were sung by the Indian children with their sweet voices. A quartette of boys rendered some music. Then came a jingling of bells and an ominous clatter. Of course it was caused by the reindeer stamping with their hoofs and shaking the sleigh-bells with which they were loaded. Santa Claus was just in time. He bustled thru the doorway; he received a magnificent greeting, the children shouting "Marry Christmas," while the older Indians laughed and said, "How, how." I am quite sure he was slightly "flustered" with such an ovation, but it was only for a moment. He was soon himself again, and when he began the story of his wonderful travels from the far off Pole, and of his many adventures on the way, the interest grew intense.

He was the finest looking Santa Claus I ever saw. He was dressed in white canton flannel with red plush trimmings and with leggings reaching to his knees, fur cap, long white beard and rosy cheeks, and pack on his back; he was quite the correct Santa Claus. He distributed the gifts with wonderful quickness, explaining as the cause of his hurry that he must visit a great many other schools, the Iowas, Poncas, Tonkaways, Comanches, and Creeks, and that it would never do to disappoint the "stocking brigade."

Socrates, who was old and infirm, got a cedar cane. A pair of deer horns surprised the superintendent. Andy Spotted Horse got a pair of beautiful moccasins. Young Chief's squaw got a string of bright beads. The teacher who had planned all this pleasure received a pretty bead bag of dried venison (of which she was very fond) from Antoine, one of the school boys; Sun Chief gave her a silver bracelet, hammered out and chased by the Indians, not the finest workmanship but difficult to duplicate—saying simply in the note, "Put it on and wear it and think of me."

Everything else being distributed the totem which had occupied such a conspicuous place on the tree and called forth so much comment was taken down and placed on a table in full view of all. It was labeled "Ahteus to Chacaw." Ahteus means father, and this is what they called their agent. Chacaw was an old Indian, captain of the Indian police and truant officer



Frank Meh-heh, or Little Warrior.

for the school. The government physician, who had been previously posted, was called upon to dissect the curious bundle. With a sharp knife he cut and unwound the many wrappings of rope and cloth, only to find another wrapping of cloth and twine, and so on until we began to wonder if, after all, there could be anything inside, when he pulled out a bright roll which, upon being shaken out proved to be a beautiful Indian robe or blanket; this Santa Claus took and threw around the shoulders of the thoroly amazed Indian. A speech was called for from Chacaw, but the Indian is something like the Quaker in that respect, the "spirit must move" him or else he cannot talk. The noble old man simply arose and replied, "I can't talk to night," and resumed his seat with the tears running down his cheeks. The Indians were smart enough to see that Ahteus was making fun of their superstitions and that the whole affair was intended as a take off on their totem hoodoo.

Everybody, old and young, Indian and white, toothless squaws and laughing papooses received a present. The dining-room of the school was thrown open and all were invited to have a cup of hot coffee, a sandwich, and piece of cake before starting for their homes, many of them miles away. As Santa Claus was heard to say "G'lang" to his frisky team, the greatest shout ever heard in that agency went up. The cowboys said "whoopee," the boys shouted "Santa Claus, he all right," and the girls said, "He just nicest old fellow," while the older Indians gave vent to their feelings in language no one but the interpreter could translate. But it meant the same.



The Famous Cayuse Twins.

The illustrations on this page are from photographs taken by Major Lee Moorehouse, of Pendleton, Oregon, who was formerly United States Indian agent on the Umatilla reservation in the northeast part of Oregon, and by reason of this had exceptional opportunities for photographing his former Indian wards. He says that after



Ready to have their picture taken.

the mother of the two papooses had arranged them for the camera, and the intended picture been made, she quitted the scene for a moment, and the little ones, frightened at being left with strangers in the persons of the operator and his companion, threw an imploring glance after the retreating form of their maternal parent and then set up a lusty bawl. Major Moorehouse was fortunate in catching the expression of their faces when in

this predicament. In a recent issue of the *Sunday Oregonian*, of Portland, an interesting account is given of the twins in question. The *Oregonian* says:

"Peculiar interest attaches to these Indian twins from



Mother is going away.

the fact that they are the second pair ever born on the Umatilla reservation, and the only pair now alive. Their being alive, too, many assert, is contrary to the dictates of Indian superstition, for it is commonly believed that Indians never permit twins to live. It is their belief that twins are signs of displeasure of the Great Spirit, hence they are usually killed as soon as born. Recently, on other reservations, incidents have occurred tending to establish the truth of the assertion that Indians have a superstitious dread of twins. In this instance, however, the Cayuse tribe appears to have departed from the custom of the past, and the twins, Tox-e-lox and A-lom-pum, are honored by being permitted to live. Ala-we-a-him-yeen (Skin-of-a-coyote) and Ha-hats-mox-mox (Yellow-grizzly-bear) are the parents, and one day, several years ago, Ala-we-a-him-yeen presented her aboriginal lord with these twins. Ha-hats-mox-mox was subtle and cunning, and when he wanted his twins to live and grow up to honor him in his old age, he spread the impression among the tribesmen that they came as a good omen for the nation.

"He was an orator of no mean parts, and induced the chief to call a potlatch. The Cayuse nation assembled at the principal lodge; that is, the men assembled, for if the women were there it was only by sufferance. They, of course, had no part in the great council. That two innocent human lives were at stake weighed not an iota with these Indian men. They must be reached thru other arguments. The tribe's selfishness, as personified in the men, must be the means of saving the twins. Ha-hats-mox-mox made a speech. He told the tribesmen how he had been far away hunting the deer on the Little Minem; how in the night, when his cuitan was grazing near by on the bunch grass and he himself had laid down to rest, he had had a vision, and in a vision had been promised these twins, who were to be signs of good fortune to the whole tribe. All Indian braves are 'great on visions,' and Ha-hats-mox-mox worked his particular vision off on the tribe council, and the twins lived."



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A Kindergarten of the Deaf.

By CHARLES FORREST SWETT, Hightstown, N. J.



HE kindergarten principle of education has been charmingly adapted to the needs of the deaf by Mrs. Frances H. Porter, who lost her hearing thru an attack of fever in infancy. She is the wife of George S. Porter, a well-known deaf publisher and printer. Her work in the New Jersey School for Deaf-Mutes, at Trenton, has

been attended with such pleasing results that her methods are now finding favor in the public schools of that city.

The necessity of attracting the eye and training the vision in children shut off from the communications of sound led Mrs. Porter to plan some unique devices which are interesting to art teachers, school teachers, mothers, governesses, and other guiders of the young, because they promote a habit of accurate observation too often neglected among the boys and girls who revel in the noisy and distracting delights that the deaf never know.

Before her marriage Mrs. Porter was a Miss Hawkins, and her home was originally in Oswego, New York, where as a child she had the careful attention of private tutors together with the untiring efforts of her parents toward her early instruction. In spite of the girl's unusual brightness, the public schools were unable to render her much assistance, and a large part of her learning was directed by an aunt, Miss Seeber, who studied the pure oral method at Northampton, England, and opened a school for the deaf at Cleveland, Ohio. Later Miss Hawkins entered the New York institution, where Madame Le Prince, inspired by a course of study abroad, was ambitiously opening an art department. She carried off prizes in nearly every branch of this department, and was given charge of the art needlework as pupil-teacher on half pay. It was her remarkable aptitude for art that gave her the foundation for her brilliant success in the New Jersey School for Deaf-Mutes. However the deaf may be handicapped in other directions, they have an advantage peculiarly their own in the field of art. Depending as they do upon the sense of sight, they quickly grasp the purest messages that form and color can convey. More deaf-mutes have won fame as artists than in any other way. All that inspires the artist is familiar to the deaf from necessity. It is their daily language, and so it is not surprising that this teacher of deaf children

should have found her alphabet in art. Without knowing it she invented a system that perfectly unites the principles of art with the principles of the kindergarten.

For some time before she ventured on kindergarten work, Mrs. Porter was a successful art teacher in the New Jersey school, and it was here that she met her husband, who, as instructor in printing, trains the boys in the publishing of *The Silent Worker*, the most notable journal in the deaf-mute world to-day. Mrs. Porter's work is thus entwined with domestic associations, and her home is on a cosy street, at the very edge of the school grounds.

Teaching by Objects.

In 1894, when the Industrial building was opened and Mrs. Porter placed in charge of the kindergarten class, a task confronted her sufficient to test the fortitude of any teacher. Altho the deaf pupils usually enter such classes when past the general kindergarten age, they are yet without language of any kind. The sign language is thought by many educators of the deaf to interfere with the acquirement of good English. This,



Mrs. Frances H. Porter.

together with the tracing of pictures with the fingers in the air, is forbidden at the New Jersey School for Deaf-Mutes.

Mrs. Porter was thrown upon her own resources for a means of reaching the young minds that looked to her for guidance. It occurred to her that common objects coupled with their names might be placed before the pupils who would remember the names and seek to know something about the uses of the things thus represented. The experiment was successful from the start and the children were eager to follow out this interesting path to knowledge, but the purchase of all the needed objects would mean an outlay of money far beyond the ability of the school to provide. Therefore Mrs. Porter, with her knowledge of art at her finger's ends, began to cut out patterns from paper for the children to duplicate, and these patterns were folded and pasted into the likeness of familiar things. Thus the young students began to build a little world, copying the models that she set before them; and the joy they discovered as they played with the work of their hands when it was completed was such as to surpass the fondest expectations of the teacher. This plan has been carried out, until to-day the occupations of the class represent many of the leading occupations of life, and Mrs. Porter's system of instruction is yet full of possibilities.

This bright and ingenious woman handles paper as a sculptor handles clay, and the models that she furnishes to the class are real works of art. Varying materials are indicated as far as possible by the different kinds and colors of paper. Her portrayals of painted wood and of polished metal are equally realistic. A hatchet that she made looks as if a youthful worshiper of Washington might valiantly encounter a cherry tree with this as a weapon.

Arrangement of Work.

Without noises to cheer their hearts and awaken their ambitions, the children of silence readily yield



Illustration from C. W. Deming's charming "Indian Child Life." Courtesy of the Publishers. Frederick A. Stokes Company, New York.

to home sickness when they first go to school, but Mrs. Porter does not seek to dispose of them by burying them in books. She presents them with some of the paper objects which fill many capacious shelves, and soon their attention is captured. Forming three sides of a rectangle around her desk are wide tables on which the pupils play at soldier's drills and circus parades. Railroad trains and trolley cars in turn also occupy this space. When the soldier or the circus are in order paper tents are used. The railroad is run in connection with a post-office, thru which the children exchange letters as soon as they are able to write. On the trolley track pasteboard passengers and pedestrians are run over to teach the deaf children the importance of using caution on the streets.

Every nook and corner of the class-room contains something to engage the youthful fancy, but the making of new objects is going on continually, and this practical training leads the children to observe form and color, brings skill to their fingers, and causes them to feel that they have a personal interest in all the activities of this miniature world. They see in their work the likeness of something they have seen or used at home and are soon able to write short sentences concerning it. As soon as they master a little of language they are ready to make less familiar objects and to ask questions about them, thus branching out into new avenues of knowledge. Arranged in groups for the illustration of special subjects, the paper productions afford inexhaustible matter for language lessons.

Practical Plays.

For the purposes of a farm the customary buildings are constructed of paper, a tiny horse and plow placed in a field of real earth, and paper bees go to and fro between their hives and the beds of flowers cut from a florist's catalog. The work of the dairy is illustrated by the making of milk-pails, skimmers, churns, and butter-beaters. In the washing-day lesson tubs, wash-boards, and wringers are made, a clothes-line stretched, and paper

clothes flung to the breezes. A dwelling-house is inhabited by pigmies and fitted out with the requirements of each apartment, including carpets, curtains, and wall paper. Some exquisite little hats are imported from the millinery department of the school and used by the children in their store. Storekeeping calls for the manufacture of innumerable articles, but there is one great thing needful which is not the work of their hands, for while they are shown how to duplicate everything else, they are never encouraged to make money by the counterfeiting process.

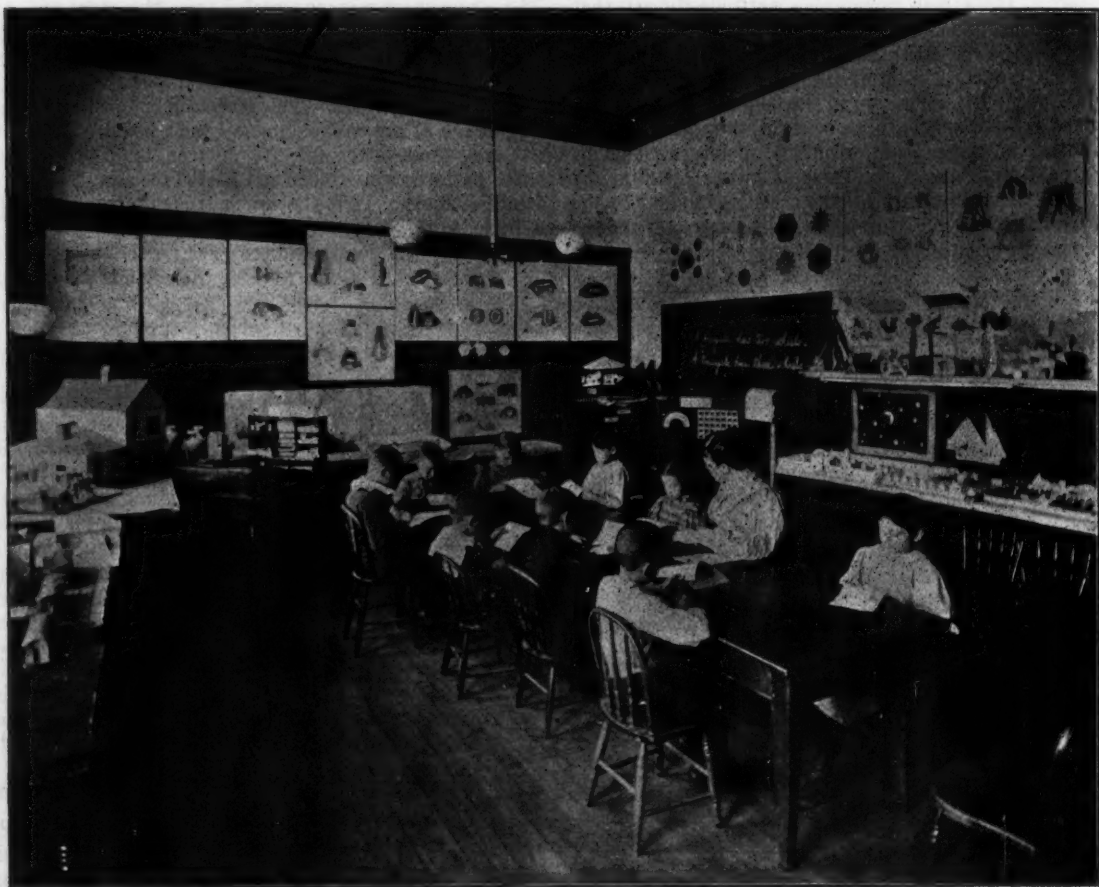
The printed currency is among the few ready-made materials purchased for this class from toy dealers. Another evidence of boughten goods is seen in the kitchen corner where a neat iron stove of lilliputian pattern sends real smoke thru the window while its live coals fire, the pride of the future housewives who gleefully wield the utensils of the cooking class. Not until they have spent some time with Mrs. Porter and arrived at an age of discretion are the girls allowed the privileges of this coveted corner.

Historic dates and national festivities are celebrated by making timely tokens of the occasions, such as firecrackers, canon, and the American flag for the Fourth of July, and wigwams, wolves, log cabins, Indians, and Pilgrims for a plan of Plymouth in the lesson of Thanksgiving week.

Mrs. Porter also illustrates stories. For "Little Red Riding Hood" she has the grandmother's cottage in the wood, with painted trees, the girl with her scarlet hood and the basket on her arm, and the dread wolf. In going thru a story she moves the figures as the situations require.

Advantages of Color.

In all this work color plays as large a part as form, and in view of the remarkable percentage of color blindness among children who enjoy full possession of the sense of hearing, it is not strange that the Trenton school commissioners are noticing the advantages of Mrs. Porter's



Kindergarten of the Deaf.

methods, so that the pupils of the primary grades in that town on Friday afternoons have a jolly time with colored paper and cultivate their powers of perception. Color has been much neglected by schools in their pursuit of facts, but it is fast coming to be understood that the most liberal amount of book learning is powerless to enlighten students who have a dull, careless, or uncertain way of looking at their surroundings. The language of words is vain when it fails to go hand in hand with the silent language of beauty which captivates the eye, commands attention, invigorates memory, and finds its richest eloquence in color.

"Color is everything to me," said Mrs. Porter, with a smile of gratitude, as she gave a contemplative glance over the contents of her room; and surely the garden in which her children grow is a paradise of rainbow-tinted glory.

Some very impressive proof of what can be done with Mrs. Porter's artistic kindergarten system as a foundation is seen in the work of her classes in drawing and

painting. Even the pencil, charcoal, and sepia sketches show a feeling of color that makes them radiant, while in the actual color work the students have mastered that wonderful breadth displayed in the most modern efforts of postermakers and pictorial designers who strive after the grand simplicity of the Japanese, and of course we are learning to admire the art of the Japanese as much as they admire our civilization in general. There is a moral for artists in the doings of this deaf kindergarten, and it is nothing less than that he who would get the largest inspiration from nature and the firmest grasp of truth must give himself over as unreservedly to all that charms the eye as if he had no other means of gaining knowledge. And who indeed may not profit by this moral in these hustling days of nervous and erratic effort? The same habits of keen attention and correct observation that mean so much to the artist enable the deaf to render valuable services in almost every branch of the business of the world.



Madonnina. From a painting by Roberto Ferruzzi.



Suggestions for Christmas.

By JENNIE YOUNG, Illinois.

What visions of delight for the children and what joyful remembrances for us of more mature years are linked with that loved word "Christmas."

Coming to us amid the short, dark days of winter—it yet floods our world with its brightness—and hardened indeed must be the heart, which does not soften as this blessed time draws near.

The school, as well as the home, has its share to do in making the most of this happy season. Children and instructors have worked hard for the past four months and are entitled to the change and relaxation, which it brings.

Christmas n Story and School Decoration.

Joyful anticipations of pleasures to come, flit thru the curly pates in front of the teacher, and it only remains for her to grasp the situation and turn this new current of thought and energy into the most beneficial channels.

The old story of the coming of the "Prince of Peace" can not be too often told; and the quick, loving sympathy of the children with the "Blessed Babe" who was laid in a manger is a beautiful thing to see.

Artistic reproductions of this lovely theme should adorn the school-room walls, and evergreens with the mistletoe and holly should lend their aid in making the true Christmas atmosphere; and amid all this that is touching and beautiful, let us not forget to keep a place for jolly old Santa Claus.

We always frame his picture in evergreen and let him smile upon our school doings. If a picture is not at hand, a quick sketch on the blackboard will give the children just as much pleasure, and make them feel that their dear old friend has not been forgotten.

More Blessed to Give than to Receive.

Of course we know that Christmas presents occupy to a great extent the children's minds. "What is Santa

Claus going to bring me?" seems the all-important question of the hour.

Just here is the teacher's opportunity to teach *unselfishness and love*.

The kind thought should not be all on one side. Let the children feel the joy as well as the duty of giving. Many little gifts may be prepared by their busy fingers—loving remembrances to take home to those who are doing so much to give pleasure to them.

No strict lessons of constructive art are advisable at such a time, but the following suggestions are for simple Christmas gifts suited to childish fingers.

Christmas is pre-eminently the time for giving, and to the children one of its chief joys will be the pleasure of making these little articles for those they love.

"Put thyself into thy gift," is a wise saying and the loving thought which goes with the work will render the child's offering of far greater value than the gift which is purchased at the counter.

It is astonishing how much can be done with very simple material, if the work is carefully planned. Even in gathering up the things often thrown away, we may find treasures for our purpose.

First of all we will begin with the Christmas box:—

Empty pasteboard boxes of great variety of size and shape may be obtained at the stores by the children or teachers for the asking. These may be covered with fancy crepe paper and ornamented with bows of ribbon or paper flowers—making dainty boxes for candy, gloves, handkerchiefs, cuffs, etc.

The pupils should also make a collection of scraps of ribbon and bits of bright colored silk or velvet. These will find many uses.

Two small circles of thin cardboard may be covered separately with pretty colors—then sewed together with bright sewing silk. Pins may be stuck round the edge, and the whole will form a pretty and convenient pocket pincushion. Other pieces may be used for simple needle books. Little bags of various shapes may be stuffed lightly with cotton, over which has been sprinkled a little sachet powder. These fragrant offerings should be tied with baby ribbon and will prove very nice to throw into handkerchief boxes or bureau drawers.

Other scraps may be made into patchwork of regular patterns or in the crazy quilt style. These, if large enough, may be made into sofa cushions or head-rests or, if tiny, into fancy flat-iron holders; or even into dolls'



Blackboard Design for the Christmas Season. By MARGARET E. WEBB.

The teacher can indicate the dark sky by rubbing blue chalk lightly over the board—putting the stars in afterwards with white chalk.

quilts for dolly's cradle. Little button bags to be tied with ribbon can also be made from these pieces.

Scraps of cloth make good penwipers. These may be pretty as well as useful and they are among the things which may be made by the boys.

Among the things usually thrown away are berry boxes, and the square wooden baskets used for grapes. If these have not been destroyed, they will often be found quite clean; if soiled, a scrub with hot soap suds will restore them to good condition. Enamel paint may be applied to them and with silk or pretty cretonne they may be fitted up into very neat work baskets—scrap-baskets, etc. If the edges of the baskets are somewhat rough, a little puff of the material will conceal it.

Blotters are easily made and with "Merry Christmas," and the date across the cover, will prove an acceptable offering. Book markers are in order and a Christmas star with a Christmas wish written upon it will serve as a Christmas card to accompany each gift.

The little folks may make books of bright colored cambric and on the leaves they may paste pretty cards and pictures. As these scrap books are not easily torn, they will be suitable gifts for little brothers and sisters.

Think of the Poor.

After the dear ones at home are remembered, the Christmas love should reach out to those who are less fortunate than we. The children will gladly share with the poor, if some older head will lead and point out the way.

One year the children of my room provided a Christmas dinner for a poor family living near. They also put a Christmas gift for each of the children of the family into the basket, which was tied with a bunch of holly on top. This took off the charity aspect of the offering and to both donors and recipients it was purely a Christmas remembrance.

A Christmas Reception at School.

The school festival with its pieces and songs forms a fitting prelude to the home Christmas which follows. It would make an enjoyable change to invite parents and friends to the school to receive their presents.

The children can trim up the Christmas tree with the gifts, which they have been making, and this, with a program of Christmas songs and recitations, will furnish a pleasant hour.

"'Twas the night before Christmas," tho rather long for a recitation with little drill, may be given as a reading, and the children themselves will have endless selections, for the beautiful Christmas theme never grows old.

The many Christmas carols are always appropriate and the beautiful old folk song "Holy Night! Silent Night!"

is particularly so, while "Hang up the Baby's Stocking" is sure to strike a responsive chord in the hearts of both young and old.

Such happy occasions are worth far more than the labor which they imply, for they serve to bring the home and school together in closer sympathy, so that both may work in harmonious accord for the best interests of the children.

Folk-Lore of Colors.

By FRANK H. SWEET, Peacedale, R. I.

A study of what might be called the folk-lore of color is very interesting, and gives us curious glimpses not only of ancient and remote peoples, but also of peoples or persons who are in our very midst. In the childhood of the world, men found a deep significance underlying the whole of nature, and this belief on the part of our ancestors gave rise to many mythological conceptions, the meaning of which has been gradually lost. The association of colors with certain ideas is a remarkable case of survival of some of those primitive fancies, and it is wonderful how extensive is the folk-lore which has clustered around them during the long course of centuries.

Among many tribes of savages, there is a peculiar respect paid to animals that are white. We read that, in Africa, white chickens are offered to appease the spirits of the forest, and the chiefs try to win the good will of strangers by giving presents of white horses. As long ago as in the time of Herodotus, we learn that Cyrus, troubled by losing a white horse in the river Gyndes, drew off the water by hundreds of channels. The old historian also declares that a single white hair would cause the rejection of cattle brought to be offered at the shrine of Isis, in Egypt. In Scotland, there still exists a prejudice against a white cow; and, in some of the English counties, it is considered unlucky to meet a white horse. We have all heard of boys and girls trying to count one hundred white horses, in the hope of obtaining the love of the first person they meet after the number is completed. The white horse and red-haired girl is another of those strange fancies that seem to be so widespread. A great many people dislike white horses for no possible reason except some lingering superstition. A Devonshire rhyme has it thus:

If you have a horse with four white legs,

Keep him not a day;

If you have a horse with three white legs,

Send him far away;

If you have a horse with two white legs,

Sell him to a friend;

If you have a horse with one white leg,

Keep him to the end."

In many places it is considered bad luck to see a white mouse, a white hare or a white-breasted bird, and in some counties of England a white pigeon is thought to bring misfortune to the house, if it perch on the roof.

Blue is also a mystical color, probably because it is associated with the sky. It was held sacred by the Druids, and it is a remarkable fact that the devout painters always painted the Madonna as wearing blue robes, because it conveyed the idea of sorrow. The traveler in the desert always observes the Arabs throwing salt into the fire before they load their camels, under a belief that the bad spirits fly away in the shape of blue flames. Shakespeare alludes to this superstition when he says:



A corner in the Kindergarten of the Deaf. [See the article on page 537.]

"The lights burn blue—
Cold fearful drops stand on my trembling flesh,
Methought the souls of all I had murdered
Came to my tent."

It was always claimed by the old-time witches that they could bring sickness and death into the house by means of a dark-blue thread.

Green is generally thought to be a magic color. It is especially unpopular for weddings, and for that an odd reason is given; green is the color of the "little people," as the Scotch call the fairies, and they deeply resent its use by common mortals. So particular are they about this, that in Scotland they will not even have green leaves for decoration, or green vegetables, such as celery, for the feast. But poets have always delighted in the color, and, as it is associated with the freshness of spring and the tender youth of life, it cannot be deeply condemned.

Yellow is the color of jealousy, and Shakespeare often alludes to that notion, often in an amusing way. In China it is the sacred color and is the favorite tint of the emperor. It is used when the wise men make charms, and it is an infallible specific against many diseases. A writer speaking of the color says: "In China, many charms are printed on yellow paper; they are pasted over the door or on the bed curtain, or worn in the hair, or put into a bag and hung from the buttonhole, or the paper is burnt and the ashes mingled with tea which is drunk as a specific against evil spirits."

Black is a doomed color among uncultured tribes. It is associated with bad luck in Scotland, and no one would willingly buy an animal of that color. It is closely connected with the freaks of witches, and in the "Arabian Nights" we read frequently of persons who are changed into black dogs, black cats, or other black animals.

In the folk-lore of every nation we find the same bad reputation attending this color, and it is easy to think why this may be true, since black has always been the type of darkness, which again signifies evil. In the Nile, it is said that the victim of sacrifice was always either a black bull, a black sheep, or a black chicken. As black is the color of mourning, no doubt it has become associated with grief and trouble by the unreflecting mind.

The color red is considered lucky in every nation the world over. It was formerly the chosen color of the great god Thor, who sent the red bolts of lightning thru the black clouds to show his power over the imps of darkness. The robin was chosen by Northern people as a sacred bird, because of its red breast. The Highland women tie a red string around their cows' horns, to prevent the "evil eye." In China, red is tied about the children's wrists as a safeguard against evil spirits, and the color holds a prominent place in the bridal ceremonies. Red cloth is placed on the threshold over which the bride must pass, and at betrothals the prospective bride and groom are provided with four large needles and two red silk threads; two of the former, threaded with one of the threads, are stuck into a card. The red thread represents that with which the feet of all mortals are in the spirit-world tied to those who are fated to be husband and wife, in other words, we may say that it represents fate.

It is said that many tribes among the Northern people had a horror of a certain shade of red hair, and said it was because such was the color of the hair of Judas Iscariot. Red is often used in a medicinal way; thus, in small pox, red coverings were thought to aid in bringing out the disease, and we read that the Emperor Francis I. was wrapped in a red cloth when suffering from that complaint. One writer tells us that the best remedy for whooping-cough is a bit of scarlet flannel tied about the neck and that a red string about the wrist will cure nose-bleed.

Scarlet is called the color of victory, and from that idea we have named the red star after Mars, the god of victory in war. Purple is the color of sadness, yet some nations associate it with kingly state. We read of the "purple and fine linen," but perhaps the color there mentioned is really a rich dark red.

Mistletoe.

The mistletoe has always been an important guest at English winter festivities from the time of the ancient Druids until now. The evergreen plant that was held in great veneration by the Briton priests, is now valued next to the Christmas tree.

This curious and interesting plant is a parasite deriving its nourishment from the tree to which it clings. The name is derived from the Anglo-Saxon *mistel*, mist, and *tan*, twig. It is found in most parts of Europe and England, as well as in the United States. It is found chiefly upon trees of the apple or pear tribe, sometimes on the sycamore and poplar, but *very rarely* on the oak. It is common in the southern counties of England, where it grows upon many varieties of trees, especially the apple tree, which it sometimes kills.

The American mistletoe is quite different from its English cousin. It has leaves of a more yellowish green; its stem is brittle and green-black and it has translucent, pearl-like berries. Nuttall, an American naturalist born in England, made a new genus for it, and called it *phorodendron* (born to a tree). What we see in the Christmas books is another variety, *P. flavescens*.

In the Himalayas the mistletoe grows on the apricot tree. In Italy it is found on the vine, and in France and Switzerland on the spruce firs and hawthorn trees, the most frequently in the apple orchards. A good deal of mistletoe is imported at Christmas time from France.

The Mistletoe in Myth and Folklore.

Mistletoe was held in great veneration by the ancient Druids, who invested the gathering of it with much ceremony and superstition. It was cut by the Arch-Druid with a sacred knife, and placed on the altar at Yule-tide as an emblem of the healing advent of the Messiah. Indeed, among the Celts, mistle was endowed with various mystical virtues. It was called by them "heal all," and was believed to have the power of curing certain diseases.

The old custom of "kissing under the mistletoe bough" comes down from times so ancient that its origin is lost in the mists of the Middle Ages. Back in the days of the Druids this sacred plant was gathered with much solemnity from the oak trees, and at special seasons. They also used it as a charm against evil spirits, and believed it a certain cure for epilepsy.

In India it grows upon the ill-omened pipal tree and is supposed to partake of its qualities. In the Tyrol it is thought to be guarded by the hazel-worm (blind worm or viper). In Bavaria it is tied with palm and savin to a hazel stick, and when this is hung above the entrance to a dwelling no witch can enter. In Austria a sprig is laid over the doorsill to drive away the nightmare.

In northern mythology it was associated with Balder, god of sunshine, son of Friga. This legend is woven by Longfellow into his poem beginning "Balder the beautiful, is dead, is dead."

It is interesting to note the various qualities assigned to this plant of mysterious growth. In Germany mistletoe was believed to confer the power to see ghosts. In France amulets were made from the twigs of mistletoe, and in some parts a tradition prevailed that the wood of the cross of our Savior was made from it. In Sweden a finger ring of mistletoe is looked upon as an antidote against sickness.

Decoration and Practical Uses.

Mistletoe, altho largely used as a decoration in country houses, and especially among the rural population, is seldom or never introduced into churches, being looked upon as a relic of the pagan customs of the Druids.

The seed of the mistletoe is enclosed in a sticky substance in the midst of the white berry, and it is believed that those seeds are transported by birds from tree to tree. They adhere to the bark and soon become rooted to the substance. Bird-lime is largely made from the bark and roots of the mistletoe.

The Heavens for December.

By MARY PROCTOR, New York.

During the month of December the Great Bear is above the northeastern horizon, the Pointers indicating the position of the Pole Star. In between the Great Dipper and the Little Dipper coils the Dragon with gleaming eyes "oblique retorted that askant cast gleaming fire." Between the Pole Star and the point overhead are Cepheus and Cassiopeia, while Andromeda is overhead, and near her is her rescuer, Perseus. Low down in the west is Lyra, the Harp, and close by, toward the west, is Cygnus, the Swan, or Northern Cross. The Eagle is setting in the west, and the Dolphin is nearing the western horizon. Between Andromeda and the Dolphin is Pegasus, the Winged Horse. The following zodiacal signs are visible in the December sky: Cancer, the Crab, which is rising in the east; Gemini, the twins; Taurus, the Bull; Aries, the Ram; Pisces, the Fishes, and Aquarius, the Water-Bearer, which constellation is approaching the western horizon. Low down in the southwest is Fomalhaut, a first magnitude star. Phoenix is on the southern horizon, and Columba, the Dove, and Canis Major, the Great Dog, are rising in the southeast. Between the Great Dog and Taurus, the Bull, is Orion, the Heavenly Hunter. At his feet rests Lepus, the Hare, and beyond flows the river Eridanus, with Cetus, the Whale, near by. Canis Minor, the Lesser Dog, has risen in the eastern horizon.

Between Perseus and the Twins, is Auriga, the Charioteer, with its leading brilliant Capella, a star of golden-yellow hue. The beautiful cluster of stars known as the Pleiades, glisten on the shoulder of the Bull and are almost directly in line with ruddy Aldebaran, the glowing eye of the Bull, and Sirius, in the Great Dog. During the month of December there is an unusual display of first magnitude stars, viz.: Capella, Altair, Rigel, Castor, Pollux, Procyon, Sirius, Aldebaran, Betelgeuse, Albireo, Vega, and Fomalhaut. The Milky Way can be traced

from a point somewhat south of the eastern horizon, passing between the constellations of the Great and Lesser Dog, beneath the feet of the Twins, and over the horns of the Bull. Then it flows partly thru Auriga and Perseus, submerging Cassiopeia, and continuing on its way thru the constellations of Cepheus and the Swan, where it divides into two almost parallel streams sinking beneath the western horizon.

The planet Mercury is an evening star, and occupies a position near Sagittarius, having its R. A. 17 h. 15m., and Decl.—23° 11'. It is in quadrature (half-way between conjunction and opposition) on December 1, and at inferior conjunction, or between the earth and the sun on December 5. It is in perihelion (nearest the sun) on December 6, and stationary on December 15. It reaches its greatest heliacal latitude north on December 16, and its greatest elongation west on December 25.

The planet Venus is an evening star, and sets on December 4 at 5 h. 28m. P. M. It occupies a position in Sagittarius, having its R. A. 17 h. 52 m., and Decl. 24° 25'. It is in aphelion, or greatest distance from the sun on December 10.

The planet Mars occupies a position in Sagittarius, having its R. A. 17 h. 19 m., and Decl. 23° 50'. Mars is an evening star and sets on December 11 at 4 h. 44m. P. M. It is in conjunction with Saturn on December 6.

Jupiter is now a morning star, and rises at 4 h. 48 m. A. M., on December 19. It occupies a position in Libra, having its R. A. 15 h. 30 m., and Decl. 18° 10'.

Saturn is an evening star till December 17, then it is a morning star for the rest of the year. It rises at 6 h. 36 m. A. M., on December 26. It occupies a position between Scorpio and Sagittarius, having its R. A. 17 h. 34 m., and Decl. 22° 16'.

Uranus occupies a position in Scorpio a little north of the ruddy star Antares, that marks the heart of the Scorpion. Its R. A. is 16 h. 26m., and Decl. 21° 38'.

Neptune is the only planet well placed for observation this month, occupying a position in Taurus, and having its R. A. 5 h. 43 m., and Decl.+22° 5'.

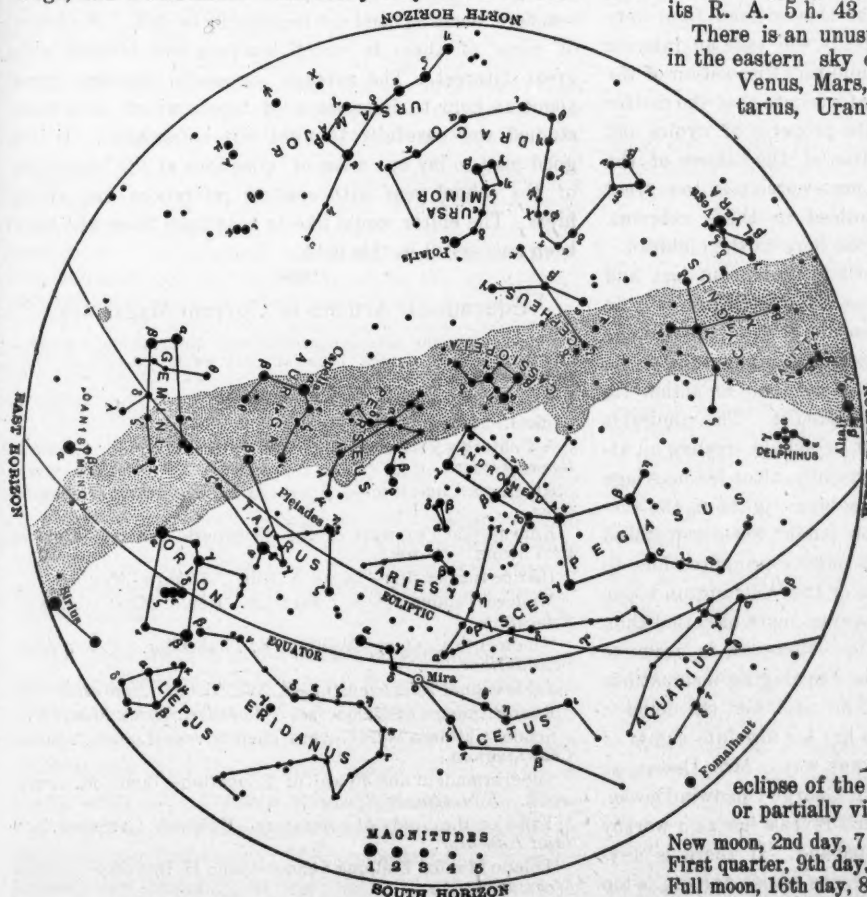
There is an unusual gathering of the planets in the eastern sky during this month, Mercury, Venus, Mars, and Saturn being in Sagittarius, Uranus in Scorpio, and Jupiter close by in Libra.

The sun enters the sign of Capricornus, the Goat, on December 21, and winter begins. On December 1 the sun rises at 6 h. 54 m., and sets at 4 h. 13 m.; and the day lasts 9 h. 19 m. On December 21 the sun rises at 7 h. 11 m. sets at 4h. 15m., and the day lasts 9 h. 4m. On December 31 the sun rises at 7 h. 14 m., sets at 4 h. 22 m., and the day lasts 9 h. 8m.

There is an annular eclipse of the sun on December 2, visible in the Antarctic ocean, the southwestern part of Australia, Tasmania, southern part of New Zealand, and the extreme southern point of South America. The central line of the annular eclipse passes very nearly thru the south pole.

There will be a partial eclipse of the moon on December 16, wholly or partially visible thruout North America.

New moon, 2nd day, 7 h. 48m. evening, west.
First quarter, 9th day, 4 h. 3. m., evening, east.
Full moon, 16th day, 8 h. 31m. evening, east.
Last quarter, 24th day, 10 h. 57 m., evening, east.



The December Heavens, 10 P. M., December 1.

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING NOVEMBER 25, 1899.

Christmas Reflections.

How great the transformation that came over the face of the earth nineteen hundred years ago! The people think differently from what they did before that time. The whole atmosphere of the world has changed. With the constant growth of the number of students of history and sociology is coming a deeper comprehension of the significance of the influence that emanated from the manger at Bethlehem, tho the multitude of people may still go on keeping Christmas day with little appreciation of its meaning. The foundation thought is that the Creator intends man to be happy. The general joy of the day reflects this. Man wanted happiness long before that day; with the birth of Jesus came clearer views of the means necessary to its attainment. To know the plan of the Creator and to carry it out in our own lives is the way to the goal, tho it may necessitate a curbing of our own wills.

The teacher sees this plainly in his educational work, as he plans the order, the lessons, the exercises, and insists that everything be done with precision. The result is happiness, tho all work with their utmost strength. The school is a miniature world. The teacher can comprehend the day in senses that others cannot.

Admiral Dewey's Greatness.

Among the subscribers to the Dewey home fund were many school children who naturally will take an interest in the discussion of the great admiral's disposition of the house at Washington. It is unfortunate that the matter has been allowed to become the property of cynics and gossips. The loss to the children of the fulness of the healthful, educative effects of hero-worship is too great to let the matter pass unnoticed in these columns. Teachers can do much to save the hero to the children.

Admiral Dewey has done nothing that is not just and manly in every way. If he has erred anywhere it is on the side of unselfishness and consideration of the feelings of others. Only those can understand him rightly who are large-hearted enough not to condemn an action till they know the motives that prompted it. The admiral is an old man and it was just that he should arrange all affairs concerning his estate, especially after his marriage which considerably affected the legal rights of the succession to his property. As the public were acquainted only with his son, his sense of justice prompted him to safeguard the future possession of the Washington house in that son's behalf and in a manner more effectual than the ordinary testament could do. However, in order to protect Mrs. Dewey against the disparaging insinuations of Mrs. Grundy and her kin, he paid her the delicate compliment of relinquishing to her his absolute rights of disposing of the property in any way. Mrs. Dewey at once transferred her title to Mr. George Goodwin Dewey, a gracious and graceful act which reveals her as a worthy wife of her great and noble husband. If there is anything wrong it is with those persons whose horizon is too

narrow to discern the nobility of these motives.

Children who are old enough to be tainted by the public slander of their great American naval hero can also be made to understand the true aspect of the case. And it is due to them that the proper explanation be placed before them. Young America has little enough respect for authority and greatness because of the tendency of a gossip-loving public to drag into the dust the highest they can get hold of. Thank God, they have George Washington and Abraham Lincoln. Let us save them George Dewey if we can. He is worthy.

Our Twenty-Ninth Christmas.

The publishers send heartiest greetings and cordial thanks to all who have so liberally contributed to make this Twenty-Ninth Annual Christmas number of THE SCHOOL JOURNAL attractive and worthy of the cause it represents. No small part of the excellence of the number is due to the ready response of advertisers whose announcements form a most interesting and valuable feature of this souvenir. A perusal of these advertising pages by one who recalls those of twenty-nine years ago forces the exclamation, "What progress has been made!" The books now offered to the Christmas buyer are elegant and artistic to a degree undreamed of a quarter of a century ago. The interest of the teacher in literature has increased manifold since then, in fact the educational public has been revolutionized. A careful examination of this royal display, will amply repay the reader for the time given to it.

A subscriber refers to the profound dullness of the average teachers' "meeting" and asks for a remedy. A teachers' meeting need not necessarily be dull. We know of some of them to which teachers look forward with great interest. The average successful meeting gives about an hour to discussions of topics which have been studied and carefully thought out beforehand. It is a good plan to lay out a list of questions at the beginning of the school year with reading references and study hints. The editor would like to hear from those who have been successful in this field.

Educational Articles in Current Magazines.

This list should have appeared in the "Educational Review" number of THE SCHOOL JOURNAL, last week, but thru an oversight was omitted.

Academic Freedom—Prof. Albion W. Small and Willis J. Abbott. *Arena*.

A Century's Progress in Science—Michael Foster. *Educational Review*.

American Literature—J. Scott Clark. *Educational Foundations*.

Educational Problems of the Twentieth Century—Charles F. Thwing. *Forum*.

Justice for the Boy—Jacob A. Riis. *Atlantic Monthly*.

Modern Tendencies in Education—Rev. J. Hirst Hollowell. *Education*.

Nineteenth Century—William E. Chancellor. *Educational Foundations*.

Professional Improvement—A. W. Edson. *Education*.

Real Problems of Democracy. *Popular Science Monthly*.

School Children Who Govern Themselves—Lucy A. Yendes, *Chautauquan*.

Superintendent and Board of Education—James M. Greenwood. *Educational Review*.

Talks on the Study of Literature—Edwin A. Greenlaw. *Inland Educator*.

Toledo Manual Training School—John H. Barrows. *Review of Reviews*.

The Business Man in Education.

Scarcely twenty-five years have elapsed since it was believed that any good business man was perfectly competent to mark out a course of study, select the teachers, build the school-house, and pick out the proper text-books. About fifty years ago the New York school board thought it best to have a superintendent, but only by slow degrees did it yield to him the duties enumerated above. It is now the general opinion that only those who have made a long and careful study of education are competent to deal with these subjects. Controller Coler, who is one of the ablest business men of New York city, is taken to task by the *Times* for certain utterances concerning educational matters. Leaving out irrelevant statements the *Times* says:

"Controller Coler says: 'What the city needs is more common schools and less of the clay modeling that seems to be Mr. Maxwell's hobby. The kind of schools that the people of the present generation have been accustomed to is what is wanted.'

"This statement probably reflects the opinion of a large number of very respectable and fairly successful persons in the community, but in the form given it by the controller it is essentially fallacious. No generation could adopt as a finality the kind of schools in which it had itself been trained without putting a stop for a long period to all educational progress. There are, especially in this country, very many parents who earnestly desire that their children shall have a better schooling than they have had themselves, and this desire has made the steady and great advance in our schools possible. It is the vital force in the whole varied and extended system in the Union, and it could not be suspended for a single generation without serious injury.

"Nor is Mr. Coler very happy in selecting clay modeling as the type of modern instruction which he thinks to be the most open to objection, the most of what he calls a 'hobby.' This particular kind of teaching happens to be of the class that has made the modern school more useful and useful to a larger proportion of the children of the people than any other of recent origin. Skilfully given, it serves three most important ends. It arouses the interest of the children, it stimulates and develops faculties that are constantly called into employment in daily life, and it imparts information of direct and indirect value. As compared with the old-fashioned methods depending largely on memorizing alone, the schooling of which this is the type is both efficient and economical.

"The three R's is in the modern teacher's mind usually a term of contempt, but the fundamental and rudimentary instruction that the term implies is in sober earnest by far the most important and valuable that can be given in our public schools, and if it be given in the best form possible, it is a worthy task for the most gifted, highly trained, and faithful teachers. * * * It is our judgment, founded on long observation, that the kind of schools now needed are schools devoted to the teaching of such things as can be taught to children under thirteen, with this teaching carried to the very highest excellence by teachers required to be and paid for being of the greatest ability and skill."

The great truth to be learned is that education requires skill; that greater skill is needed for every generation. The teachers of 1850 could not do the kind of work demanded in 1900. To characterize the work as simply teaching the three R's does not describe what is done in the primary and advanced primary schools. The *Times* rightly points out that the problem can only be solved by obtaining men and women of high qualifications; whether to use clay modeling or wear patent leather shoes is an affair they will settle themselves.

The Redeeming Power of Music.

An Interview with Mr. W. L. TOMLINS.

The wonderful success of Mr. W. L. Tomlins in the musical training of many thousands of children has won him a world-wide reputation. Educational critics are inclined to attribute his results largely if not wholly to his magnetic personality, in other words, something that must die with him and cannot be brought under a system of rules of procedure. Mr. Tomlins does not deny the power of his personality, but he holds—and justly so—that his work rests upon a firmer and more enduring basis: upon a groundwork of universal principles constituting a complete philosophy of musical training. The great test of the soundness of his discoveries is, of course, to be found only in their methodical application by those who have entered into the spirit of them and have made them wholly their own. A small beginning has been made in this direction. Many of the teachers who have taken a course of tuition of Mr. Tomlins have been completely transformed from mechanical drill managers into inspiring leaders of children, and are doing missionary work in various divisions of the educational field. Further progress is expected from the more complete organization and nationalization of the movement which is now under way. Meanwhile it is interesting to study the character of the personal work of Mr. Tomlins with children and to note his systematization of methodical principles. The following interview with him gives an excellent account of both.

Work in the Slums.

Since coming to New York my work has been for the most part with the children of the very poor and here the redeeming and vitalizing power of music has been revealed with peculiar force, tho I am convinced that with the children of the well-to-do are problems equally difficult to solve and a few instances will serve to explain the point. I had three large classes in the slums, one in the Jewish quarter known as the Ghetto, one in the large settlement of St. Bartholomew, of which Dr. David H. Greer is rector, and one in that of St. George, under the rectorship of Dr. William S. Rainsford. Both of the gentlemen I have named govern their vast settlements on much broader lines than church institutions for the poor are usually run, and I have received from both a most generous recognition and support.

The children coming to my classes were very hard to manage. They came from homes in which usually a single room served as habitation for all the members of the family. Their only playgrounds were the public streets, and roofs, and hallways. The home discipline was either unusually harsh or too indulgent, and that of the school might be characterized by over-restraint.

I have seen row upon row of pupils at school seated with a nicety of adjustment measured to almost a hair's breadth, in a stillness so marked that (sometimes I have waited for the teacher to drop a pin as a supreme test of discipline. Then at the close of the school, as soon as the strain was raised, there was bedlam, a perfect rabble. The false discipline rendered the children restive and made them watchful along lines of cunning rather than attention, alert to take unfair advantage. Their spirit was one of ridicule instead of healthy fun and was certainly not conditioned by kindness.

We gathered in one class two hundred or more of such children of different nationalities, ranging in years from eight to twelve or thirteen, meeting just after school hours in a large gymnasium where boisterous play is hardly discouraged.

What can the teacher do? He has before him, tho scarcely at his command, one redeeming condition, which in my judgment, is a prerequisite to success—the life quality. Only physical, perhaps, hardly more than animal, but any way vital. The problem is to keep this vitality, to purify it by admixture of higher life qualities, but above all to keep it in continuous expression. This may be done along play lines of companionship, sympathy, and service.

The first thing to be done is to relinquish the artificial superiority which a few inches of platform gives the teacher, and that tinge of aloofness which is so easily assumed in missionary work and to seek instead that more real influence which will only come by being one of them as well as one with them.

Securing Leadership.

In one of Dickens' novels the hero saves a crisis by heading a mob and then leading it away from its malicious purpose to mere mischief. Under conditions of true teaching one might go further than this and instead of merely dissipating destructive energies transform them to powers of construction, as for instance, changing clubs into spades and pruning hooks.

To detail here the transforming means of this music work with these children would prove unprofitable and uninteresting; being apparently as far from the results

sisters from the ruthless invaders who would despoil us. Then in turn conflict, victory, carrying the wounded, the funeral march, but, instead of games, concluding with a solemn service of thanksgiving.

From Chaos to Order.

At our earlier lessons there were quite a few visitors, some of whom in a pleasant way essayed to criticise my familiar attitude toward the children. It will never do, they said, this coming down, as it were, from the platform of authority. The children, too, were somewhat at odds with me, feeling that I was made of no better stuff than they were, and for a little while there was chaos. But later on this proved of great advantage, for, in recognizing my powers of voice and leadership, they realized the same as possibilities for themselves. Meantime many of our visitors had ceased regular attendance, not to resume it till long afterward, when we had got the dirt off our voices and were polishing them up a bit. When they returned, however, it was different. I was really in command—not the brief authority of platform elevation, but of true leadership, and my boys and girls, while they certainly were not angels, were in a measure self-contained and self-reliant, and were fast acquiring a sense of self-responsibility.

Dr. W. S. Rainsford, who thruout had manifested the greatest interest in this movement, spoke and wrote of the results of the work as far surpassing expectation and understanding, and almost passing belief, while to the teachers and church visitors I was put to it to explain how and why. We know these children so well, they said, but how could you and why is it? As to how it was done, I have attempted in part to explain. As to the reason why, it was simply a matter of restoring to the child the normal wholeness of his whole nature.

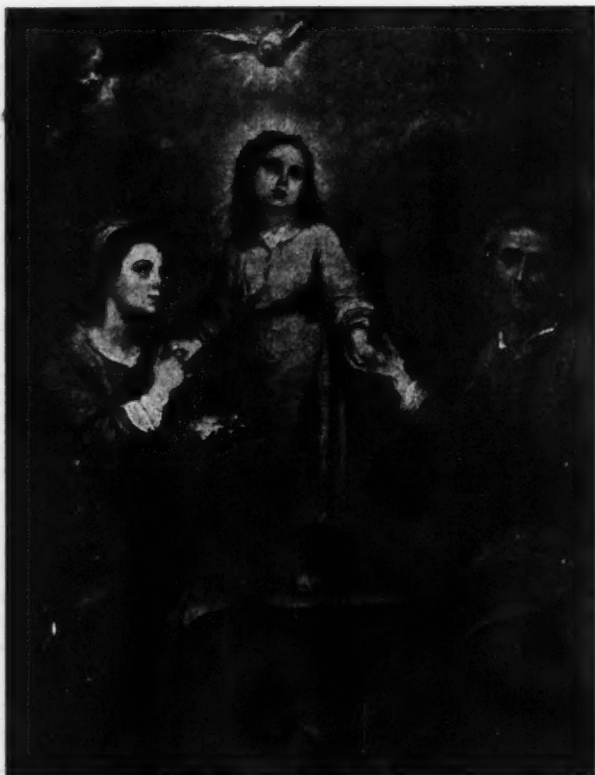
The Power of Play.

Body life—flesh; heart life—blood, and soul life—breath, which have their part in us as men and women, have their place, too, under play conditions even in childhood. They must act, however, in combination. The body by itself may become brute, the mind cunning, and the heart sentimentality.

As now the average street boy tends to over-activity along merely physical lines, not to the spade which builds, but to the club which breaks. Indulging the display of brute power only, he disdains the slower procedure of learning to run a train on the railway track, preferring rather to throw it off the track. The average teacher meets the boy on this same plane and opposes his authoritative don't to the wilfulness of the boy's do. But the ultra-physical condition cannot be restrained nor diverted from its general purpose by the teacher's don't. What is needed is to purify it by the admixture of higher life qualities, qualities which the boy must live and in which he may feel his own powers, equally as in the kick or the doubled up fist—as witness his carrying the wounded and the funeral march, while yet a fighter. Thus his superabundant energies are distributed away from the heel and the fist and right relationship is restored.

But, some may say, this manner of singing is mere make-believe; these emotions are not real. True, they are the make-believe of play; as actualities they would be harmful to the children. Play is natural to childhood, as witness how unnatural that child grows up who has never played. Play is the many-sided relationships which give true perspective. There is the play of the body, the play of the heart, as, for instance, the little child "mothering" her doll, and higher yet, the play of the soul, which finds its expression in art.

As a singer, my harmonies should be based, not alone upon my physical proportions, my lungs, larynx, etc., but but also upon my inner faculties and the higher attributes of my being. Into the tone fiber of my voice I must put my courage, self-respect, and sympathy; my qualities of patience, poise; powers of entreaty and com-



THE HOLY FAMILY.

From "The Holy Family" by A. N. Branford. Copyright in 1899 by Fords, Howard, & Hulbert.

sought as loosening the soil and dropping a seed into the ground is to the resultant plant or tree. One division of the work may serve, however, to indicate the general line of procedure.

We began, in one case, by singing the "Red, White, and Blue," shouting and even kicking out the tune in a murderous way. Next I sought to show that, as real soldiers approaching our enemies, we should advance quietly and not as savages with a war whoop. To justify this course we created an imaginary force of the enemy, exceeding our own as ten to one. So, we actually succeeded in reaching their fort while singing our march tune so softly that we seemed to be going farther and farther away from it. The vigor of this resolution without holloing was quite a new experience to some of us. Then after our victory we marched back again with our prisoners, carrying our wounded comrades with soldier step, martial, yet tender as a woman, following this with all the solemnities of a funeral march. By this time my leadership was unquestioned. In the festivities which celebrated our victory we stacked our arms and marched around and around our encampment, light-footed as if we were boys and girls at play. Then another call to arms, this time to defend our homes, our mothers and

mand, joy and sorrow; my hope, and faith, and love. As to my moods, they may change—somber, clear, heroic, pathetic. These names and changes stand for experiences which come to us. From the view point of daily living they are personal, finite, not unlikely selfish. From the view point of disciplined life they mingle as a whole as many rivers flow into the sea. As a real man this high plane power must become part of my being; as a real artist it must live in every note of my voice.

So, in the body play of the boy, his arms and legs are thrown in every possible direction, thus preparing him in a general way for any special line in which he may have to work; pulling a rope, swinging a hammer or turning a wheel. So, the heart-play of the little girl; she meets you at the threshold of the nursery—whispering you to quiet entrance because "dolly is so ill," and later tip-toes you out again, only to return as a watchful little mother to the sick one's cot. Not only is she playing little mother, for the time being she is little mother.

Self and the Larger Relations.

These two—the ideal and the actual—are upon totally different planes, and one must not be regarded as an imitation of the other. Under given conditions, the child's play sorrow may have in it germs of broader sympathies than are in her grief for her own mother's real illness. If, for instance, the latter leads to a narrowed attachment which finds expression in hysterical grief whenever the mother is ill; and if, on the other hand, the doll episode leads to wider sympathies, to a broad humanity for suffering everywhere, then indeed will her mother's illness find her not less sorrowing but more serene.

It is a mistake to attribute the virtue of realness to self-consciousness, which is only a narrowed sense of self. A broken finger calls more attention to itself than a well one does, and so with a decayed tooth. Thus it is with the soul and heart; the apparent realness of a self-conscious heart-mood is but the limitation of a narrowed attachment; while in the broader outlook of the soul the sense of self is effaced.

Many of us regard Good Friday as a day in which Christ's death is to be specially recognized. Our love for Him takes the form of sympathetic sorrow expressed in sackcloth and ashes. Yet we well know that on the Sunday following Easter lilies will deck the altars and the risen Lord be celebrated with glad hosannas. Whereas upon that historic day on Calvary His disciples were bowed disconsolate with no hope of seeing Him again. This does not imply that their sorrow was the more real or that ours is mere make-believe. Theirs was the love

of the heart. Ours should be all that, and with it those larger relations which belong to the soul.

In this connection we may distinguish, even among the soloists, between singers who perform and singers who interpret. The many with fairly good voices and cheap emotions who merely perform, and the few with powers of interpretation whose voices live again, those master minds of the great composer. Standing before a vast audience to voice the divine passion, as paged in Handel's immortal "Messiah," the artist personifies the attitude of all Christendom toward the sublimest fact in history. Whereas the performer's position is only a personal one, seeming to say to his listeners: "Pray excuse these tears, dear friends, but really I am feeling so badly about this matter."

Companionship and Relations with the Divine.

Physiology teaches the companionship of the flesh, blood, and breath of the body. The flesh is nourished by the blood, and both are dependent upon the breath. So in daily living there should be interdependence, action, and reaction. The body is something apart, separate; the heart seeks sympathetic relations with others—brotherhood; the soul establishes relations with the divine—the *all*.

The powers of companionship are little recognized, still less understood. How quickly does a panic spread! If fear is so contagious, why not faith? This does not imply that large-souled moods will instantly pervade a mass of small-souled people. Fear is a primitive passion, and very many are subject to it; but on the other hand, the nobler passions have much greater expansive powers, which do more than compel recognition.

It is a well-established fact that a company of soldiers will march farther and with less fatigue to the tap-tap of a drummer boy's drum. The rhythm of the drum beat awakens an inner something in each soldier to which his step is the physical response; and, as each step is taken the next one is suggested and encouraged. But let not the credit be given wholly to the drum. In company with only one single soldier the drum beat would prove of very slight advantage. In companionship lies the greater gain. Equal to the drum beat the soldiers become equal to each other. With ten men marching, then, the individual gain is more than with one man; and with a hundred men more than with ten.

Breathing and Song.

The breath is the home of the soul. "God breathed into his nostrils the breath of life and man became a living soul." The nostrils are the natural door to the lungs, as is the mouth to the stomach. Mouth breathing is for self-service. Running quickly up several flights of stairs, I seek to regain my lost breath by violent breaths gaspingly drawn thru the open mouth (panting for breath). But, restored to equilibrium and moved to moods of others—regarding; my eyes may melt in tenderness as I exclaim: "Oh, the pity of it!" or may beam with good nature; in either case, however, the accompanying exclamation will be preceded by a deeply inspired breath drawn thru the nostrils.



From "The Heart of a Boy." Copyright, 1899, by Wm. H. Lee. Courtesy of the publishers, Laird & Lee.

The more profound the feeling the deeper drawn the breath and the greater its power. A nation, like a family, is never more truly united than when under the influence of a common joy or grief. A great orator moves his listeners to laughter or applause, but when they are stirred to a deep feeling a great silence spreads itself over the vast audience; sensation, a silence pregnant with meaning and the sense of power. In that brief moment of stillness a deep breath is taken by everyone, and in its taking each one feels in himself the allness of the whole assemblage.

Now let us assume that this mighty, soul-stirred silence resolves itself to affirmative statement and physical activity; not to clapping of hands or the marching of feet, but in sound producing vibrations, hundreds and thousands a second, uniform as in song and with a unity invariable.

Song, a Wonderful Educational Factor.

These conditions are not remote; the one great obstacle is that in our living we do not strive to be as well as to have; otherwise they are right at hand—the soul-stirred powers, the God-given instrument and the love for song—and with these the constant injunction of the Psalmist: "Sing ye," "Come, let us sing," "I will sing."

Thus equipped with the spirit and letter of song, art communities may dare greet those great souls of the centuries—Handel, Bach, Beethoven, and Mozart—seeking to voice their immortal works. Many people say that the days of oratorio performances have passed away. Speed the day when mere performance shall give place to interpretation. The real days of oratorio are yet to come.

If, as has been said, "perfect correspondence makes for perfect life," and, with authority, "this is eternal life, to know God," this song power which appeals to the whole humanity of the child and thru its multitude of correspondence brings to him higher vitalities, then it is more than a question of musical training; song becomes a great factor in education, and as such worthy of more serious attention than it now receives.

Meaning of the Emperor's Visit.

This week the German emperor will visit the British queen. Under ordinary circumstances it might not mean much, but just now it is very significant. A few years ago the emperor was the butt of every satirist and caricaturist, and the name of his empire rang hatefully in British ears—now he is the faithful friend and trusted ally of the British nation. The change has been brought about thru the establishment of cordial relations between the United Kingdom and the United States. This convinced the emperor that antagonism to the United States would be a serious error and led to the establishment of cordial relations all round among these three great powers.

The change means a great deal to Great Britain and Germany. The former has a free hand in Africa and is rid of even the menace of continental meddling, and the latter has a free hand in Asia Minor (the extension of the German railroad system from the Mediterranean thru Mesopotamia to the Persian gulf has just been announced) and gets her will in Samoa. Germany's new policy also means much to the United States. It means a more friendly attitude by Germany toward our government and a juster appreciation of the emperor and his country, here with resulting benefits to both countries.

Wireless Telegraph Trust.

A wireless telegraph and telephone company is in process of formation in New York city, in which the capitalists of a number of the leading cities of the country are interested. The company has recently been conducting experiments between Providence and Boston, with marked success. The secretary prophesies a complete revolution in the science of communicating between distant points.

An interesting letter discussing the educational value of Prof. Atwater's Alcoholic Experiment will be found on page 589.

Letters.

Christmas Presents for Children of Ponce.

Puerto Rico is, I believe, at the present time, one of the most important of our possessions educationally. The country is a veritable desert in the midst of nature's most productive field. The plunderers have gone, we hope never to return, but the poverty of these people is deplorable, tho their desire for education and progress is deep and sincere.

Ponce has forty-eight schools with about 2,500 in attendance and with half as many more children to be educated. The facilities include any kind of a building we can get together, benches to seat some and window sills to seat others; no desks to work from, no material to write with, and not a picture to adorn the walls or make the school-room cheerful. Such is the desire for an education that altho many of the children have to be carried across rivers on the backs of their parents to get to and from school, yet they make no complaint and the attendance is good. If THE SCHOOL JOURNAL readers would only overhaul the cast-off things in the way of benches, desks, etc., and send them to the War Department, New York city, government transports can bring them to us free of cost. Anything in the way of supplies that your school children are thru with would be very much appreciated by a loyal, good-natured, and intellectual company of boys and girls.

These children have never had anything done for their pleasure, even at Christmas time; in fact they do not know what Christmas means. Can THE JOURNAL readers not send them a Christmas present? They would be delighted even with what children of the states would consider too insignificant to be of the least value.

Ponce, Puerto Rico.

E. E. RIOPEL,
Inspector of Schools.

Helen Keller's Examinations.

Helen Keller is such a monument in intellectual development, that dissemination of untruths about her education is a public wrong. The stupid misstatement that she passed her examinations when the questions were submitted her in a print for the blind which she was not familiar with, I have already disproved by citation of the published letters of Miss Sullivan and of Helen herself (*Annals of the Deaf* for Sept., 1899). The statement that she passed her final examinations with high honors is not correct, as is shown by the marks she received; in her preliminaries they were English-B, Latin-C, German-A, French-C, History-B, and advanced German-C; in her finals they were Greek-D, advanced Greek-D, Geometry-D, Algebra-C, and advanced Latin-B. D being the lowest mark she could pass on. This result was inevitable from the fact of her preparation for her finals having been attempted in two years, under a professional coach who gave her but two or three hours per week for at least one of the years, and even Helen cannot accomplish with such desultory teaching the results coming from methodical, regular study in such a school as the Cambridge, in charge of Mr. Arthur C. Gilman.

One further mischievous statement. A letter purporting to be hers, appeared in the *New York World* stating—among other things—that she was not acquainted with the signs of algebra in the American Braille. She did know them thoroly, wrote every one of them out for her teacher in physics at the Cambridge school, and that teacher still has the second chart made of them. Now it is utterly impossible to induce Helen to utter a falsehood, be she ever so much hoodwinked and be-fooled. Therefore her real friends are quite satisfied that she never wrote that letter as it appeared in the *New York World*.

Oakmont, Pa.

W. WADE.

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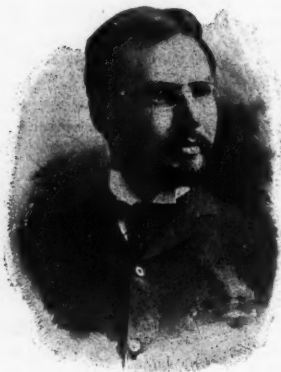
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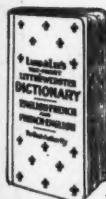
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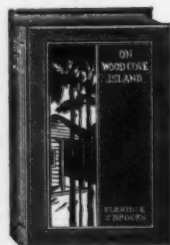
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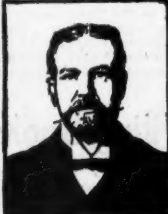
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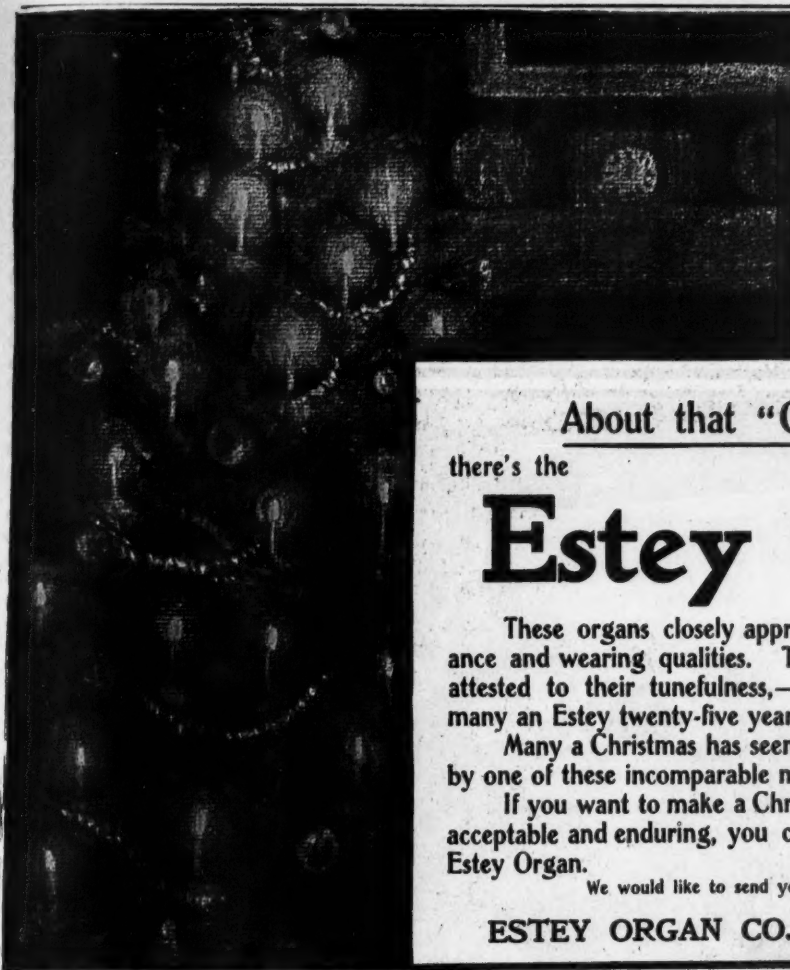
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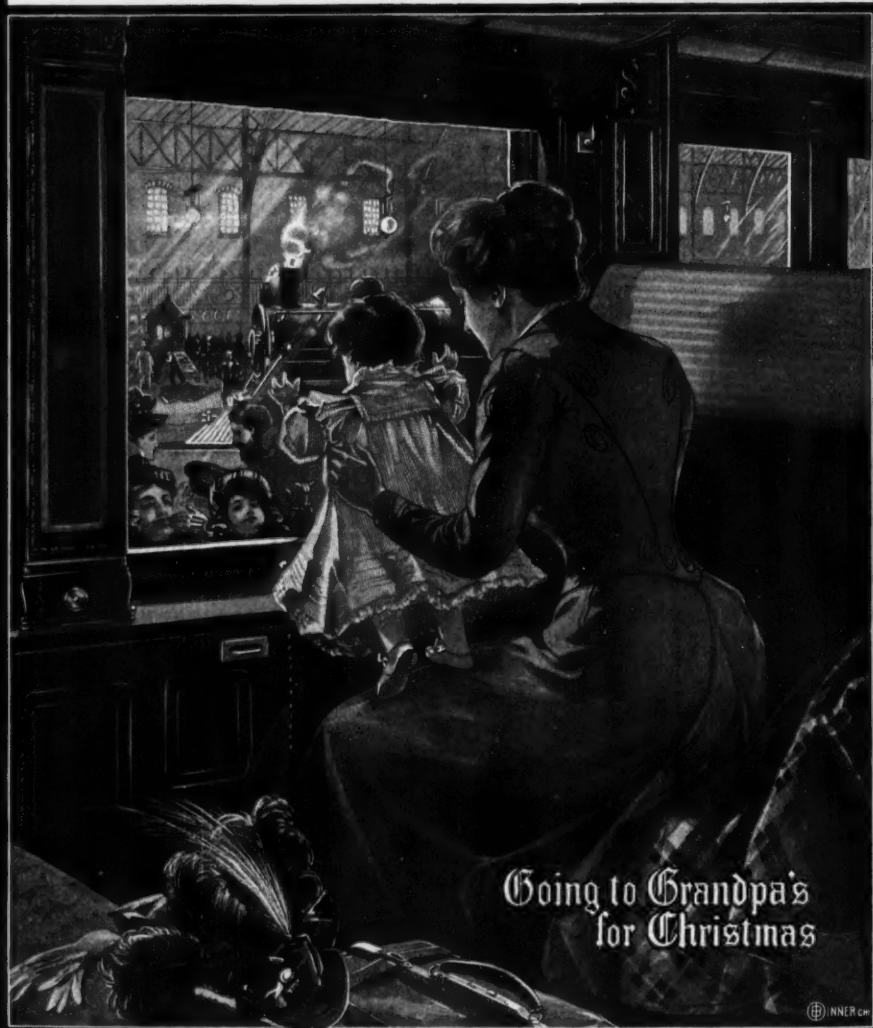
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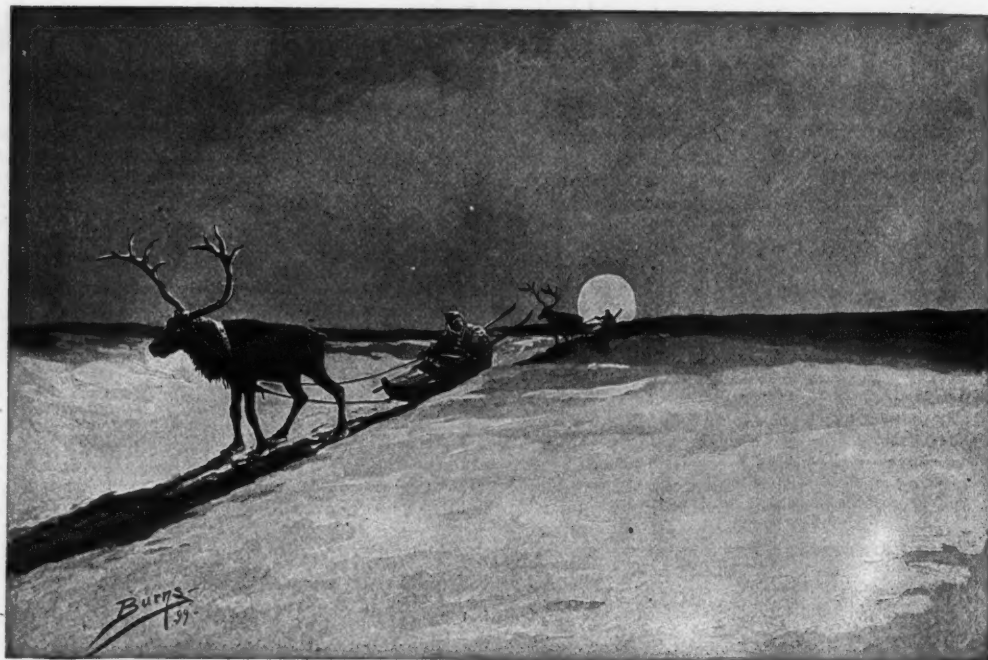


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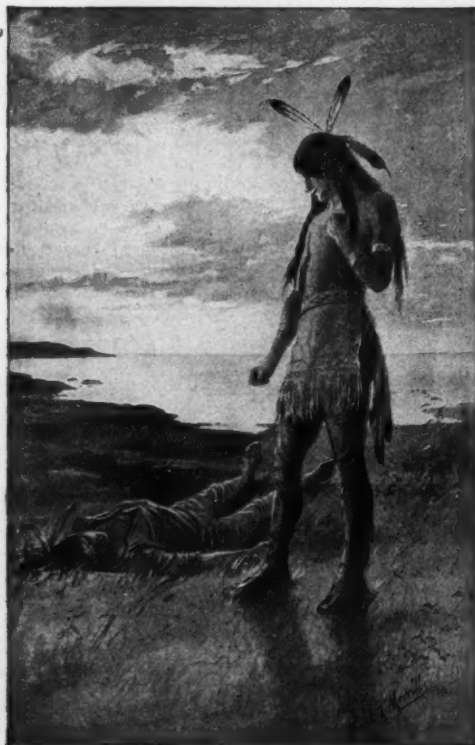
From "The Land of the Long Night." Copyright, 1899, by Charles Scribner's Sons.

Masai, Maranga, and other interior countries, some never before seen by white people. Numerous photographs were taken on this journey and these adorn the pages of her fascinating book. We have a special interest in books of this kind; we deem them worthy of perusal by old and young. The proper study of mankind is man; let us encourage such books rather than the heated imaginary novels that sear and unfit the mind for this work-a-day world of ours. We therefore commend this book in the heartiest terms, and predict for it the extensive sale it deserves. (Dana Estes & Company, Boston.)

The lovers of novel features in books will find much pleasure in the handsome and artistic volume entitled *Cupid and the Footlights*, written by James L. Ford and illustrated by Archie

Gunn. This is a love story told by means of dainty billets-doux, clippings from newspapers, telegrams, and pictures. The original letters, telegrams, clippings, etc., are given, and followed up in succession tell the story, which is entertaining and ends right, as all love stories should. The book is beautifully bound and enclosed in a box. (Frederick A. Stokes Company, New York.)

Sunbeams and Moonbeams is the title of a story by Louise R. Baker which should be widely read not only on account of the interest of the narrative, but because of the excellent moral tone. The "Sunbeams" is the name of a club of girls in emulation of whom their playmates, the boys, form a club of "Moonbeams," and the story tells of their generous rivalry in doing kind and helpful deeds for the benefit of the community in which they live. The story is told with great vivacity and humor. (T. Y. Crowell & Co., New York and Boston. Cloth, 50 cents.)



DEAD HE LAY THERE IN THE SUNSET.

From "Hiawatha." T. Y. Crowell & Company.



From "The Golliwog in War." Longmans, Green & Company.

We have had the *The Trail of the Sandhill Stag* open for an hour and confess to be delighted with everything in it, printing, paper, pictures, and text. It is by Ernest Seton-Thompson who wrote "Wild Animals I have Known" a book that set people to wondering whether it was not true that the souls of former men and women had not really possessed the particular minds described. The volume before us is wonderfully illustrated; none of its pages but has something artistic or queer upon it. The story is interesting and deserves all this illustration and evident love of the theme. (Charles Scribner's Sons. \$1.50.)



PETER PAUL RUBENS.

From "Little Journeys to the Homes of Eminent Painters.."
G. P. Putnam's Sons.

For the invention of that familiar form of composition known as the short story the world is indebted to that brilliant genius Edgar Allan Poe. His wonderfully ingenious tale *The Gold Bug* is issued in a neat volume bound in cloth with a cover design and illustrations of striking scenes by J. W. Kennedy. (Dana Estes & Company, Boston.)



AMMUNITION FOR THE AMERICANS.

From Stories of "Maine." American Book Company.

The beautiful poem of *Hiawatha* has been translated into German and made into a Primer for schools by Florence Holbrook, principal of the Forestville school, Chicago. One cannot but be struck by the art now displayed in preparing books for children; there are numerous illustrations, many of them colored, all serving to heighten the interest of the text. One cannot but feel that a child unable to read would resolve to learn if he had such a book placed before him. It is notable that nothing stands between the child and the subject; it is a book of literature, not a text-book, as far as he is concerned. The ideas of Miss Holbrook are well carried out. (Houghton, Mifflin & Company. 50 cents.)

A great service has been done for Americans by Alexander S. Twombly in writing a volume on *Hawaii and its People*. This is moderate in size and the information in regard to these interesting islands is classified and presented in such a clear and simple way that old and young will read the book with pleasure. The best authorities have been consulted and every pains has been taken to make the account an accurate one. Not the least in interest is the part of the book relating to ancient history, legend, and folk lore of Hawaii. The transition period he gives begins with the discovery of the islands by Capt. Cook and extends to the middle of the century. The period from 1855 to the present, when the natives have been affected most by white men, and when the islands were drifting toward annexation to the United States, is really the most important one. The history of this period is clearly and graphically told. In reading this book, the most remarkable fact that will be noted will be the transformation of a nation of savages into a gentle and Christian people. The book has a large number of half-tone illustrations. (Silver, Burdett & Company, Boston, New York, and Chicago.)



From "The Brahmin's Treasure." J. B. Lippincott Company.

Fresh interest is now felt in the life of Magellan from the fact that he was the discoverer of the Philippine islands. Aside from that he will be remembered as one of the greatest navigators that ever lived. Hezekiah Butterworth, the well known historian and story writer, has told of his adventures in a volume entitled *The Story of Magellan*. The author shows what a high and unselfish character Magellan had and also the great results that have followed his discoveries. To the personal narrative of the navigator he has added some tales of the Philippines of live interest to Americans. (D. Appleton & Company, New York.)

Mistress Content Cradock, is a tale of New England life in the time of Governor Winthrop and Roger Williams, by Annie Eliot Trumbull. It is as much above the ordinary novel as one can imagine. Content is one of the sweetest characters in New England romance. The story of her and her lover, intertwined as it is with historical incidents, will make this one of the most sought-for of recent books of fiction. Historical portraiture, delicious bits of description, and the charming style of the narrative will render attractive to every reader



"I DON'T SUPPOSE HE WAS USED TO POLITENESS FROM BOYS."—Page 271

From "The Treasure Seekers." Frederick A. Stokes Company.



HAWAIIAN GIRLS.

From "Hawaii and Its People". Silver, Burdett & Company.

this very definite picture of Puritan life. (A. S. Barnes & Company, New York.)

Music and the Comrade Arts; Their Relation is a 16mo. volume of 128 pages by H. A. Clarke, Mus. Doc., professor of music in the University of Pennsylvania. The author presents in a concise form the mutual relations and interdependencies of the

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From "Tramping with Tramps."

AN ENGLISH TYPE.

various arts, and their relation to science. He has two objects in view—first, to point out that, tho art is based on science, its manifestations in its higher forms, are not subject to scientific laws, but to esthetic laws which psychology, when

far enough advanced, may succeed in formulating; second, that the unifying principle of the arts is form. (Silver, Burdett & Company, Boston, New York and Chicago.)

If there ever was an artist in verse that one was Edgar Allan Poe. while we wish, sometimes, that the art was less apparent it must be admitted that by his method he produced some exceedingly beautiful gems. He is the poet, therefore, that the person should study who wishes to excel in the difficult art of versification. In *The Mind and Art of Poe's Poetry*, John Phelps Fruit, professor of the English language and literature in William Jewell college, Liberty, Mo., has set forth Poe's method of composition with great ability. It is a thorough analysis of Poe's poems in the light of that authors' views of art and life. (A. S. Barnes & Company, New York. \$1.25.)

There is one man about whom Americans never tire of reading and that is Franklin. In his life are many lessons, especially for the young, for he was one of the greatest practical philosophers that ever lived. Paul Leicester Ford has presented the story of his career in a particularly attractive way in his book on *The Many-Sided Franklin*. He has succeeded in giving a vivid and readable account of the eminent philosopher and statesman who touched the life of the eighteenth century at many points, and moved familiarly among the leading men of

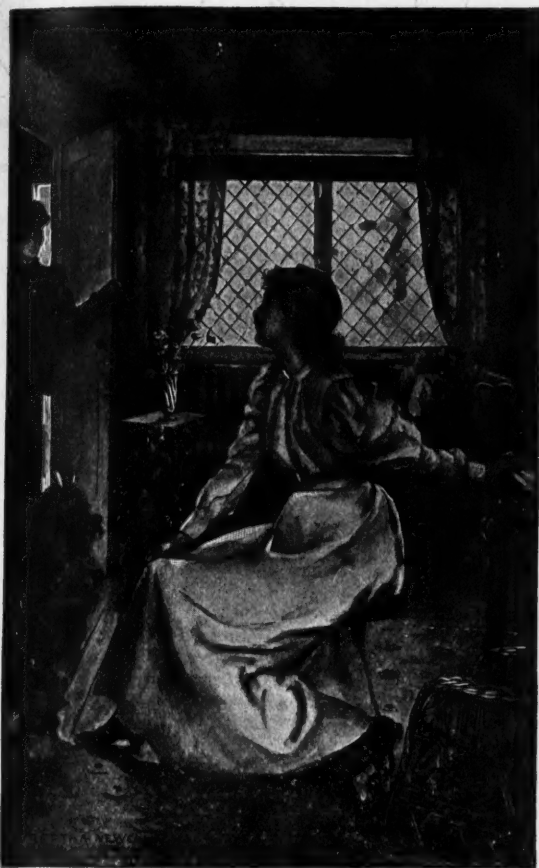


"MY SIGNAL LIGHTS! I MUST AWAY."

From "Lalla Rookh." Dana Estes & Company.

England, France, and America, helping to make history in each of these three countries. The materials for this book were gathered by Mr. Ford in the invaluable private library in which his life has been passed. He has hardly needed to go outside of his own house to get the material for these entertaining chapters—each complete in itself—on Franklin's family relations, his physique, his education, his religion, his relations with the fair sex, his experiments and discoveries as a scientist, as a writer and journalist, as a printer and publisher, as a politician and diplomat, a jack of all trades, and as a member of society. Every accessible source has been ransacked for the illustrations, which include reproductions of portraits, manuscripts, houses and public buildings, and curiosities of various kinds. (The Century Company, New York. Octavo, 500 pages, \$3.00.)

We never take up a book by Rev. J. R. Miller without feeling that an earnest plea will be found for an earnest life. His latest work *Strength and Beauty* is an attempt to interpret the



The music ended with a crash

Page 48

From "My Lady Frivol," J. B. Lippincott Company.

spiritual teachings of the Bible in the language of common life. He writes of "Shallow Lives," "How to Meet Temptation," "The Duty of Fault Finding," "The Sacredness of Opportunity," and gives wise observations on the conduct of life. It is fully equal to any of Dr. Miller's popular works and just as certain of a wide circle of readers. (T. Y. Crowell & Company. \$0.75.)

To imagine a boy starting from a maple forest, visiting a lighthouse, sailing to a South American port, entering a hospital, crossing the great desert, standing before Queen Victoria and meeting other adventures equally strange has been attempted by Harriet Morgan in a volume entitled *The Island Impossible* with a good degree of success. The book is well illustrated and printed. (Little, Brown & Company, Boston.)

One of the many rolls that woman now plays in modern life is depicted in the story of *Jennie Baxter, Journalist*, by Robert Barr. Her varied career, so vivaciously described by the author, will be traced with intense interest by many who wish that fate had allowed them to engage in an occupation so full of exciting

adventures. The young lady who figures in the tale interview officials, solves a diamond mystery, mixes with the elite, explores government secrets, becomes a special officer, gives information to the police, makes long journeys in search of information, and finally reaches the goal of most women's ambition—a happy marriage. (Frederick A. Stokes Company, New York.)

The old fairy tales, which seem threadbare to some of us grown up people, are the ones that delight the young folks. They will, we believe, take special delight in the collection of *Old French Fairy Tales* by Charles Perrault and Madame D'Aulney, in which will be found many old favorites. Among these



From "Maximilian in Mexico."

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EMPEROR MAXIMILIAN.

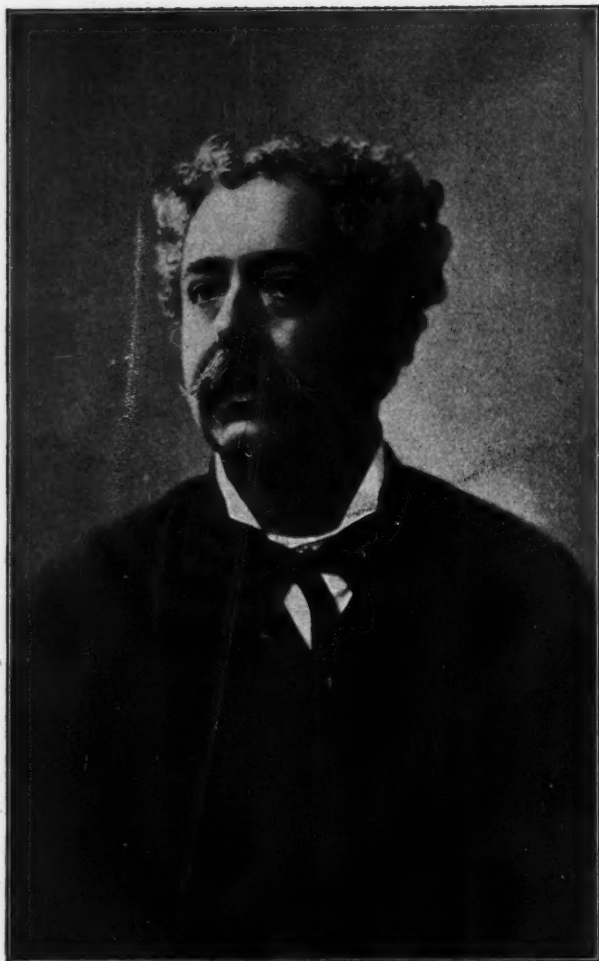
are "Little Red Riding-Hood," "Blue Beard," "The Yellow Dwarf," "Cinderella," "The Fair One with the Golden Hair," "The Sleeping Beauty in the Wood," "Hop-o-my-Thumb, etc. The book contains about two hundred illustrations by many of the most celebrated of French artists. (Little, Brown & Company, Boston.)

Many associate the study of botany with the working out of analysis and the memorizing of hard scientific names. Thus pursued it is not likely to attract the young especially, but it will not fail to attract them as presented by Prof. John M. Coulter in his book on *Plant Relations* in the series of Twentieth Century Text-Books. The author takes up the different parts of plants, such as leaves, reproductive organs, roots, stems, etc., and describes them in detail with the aid of a multiplicity of illustrations. In fact, the illustrations have been used without stint and many of them are from photographs of trees and plants. The purpose of the work is to contribute another suggestion as the method of teaching botany in the secondary schools. (D. Appleton & Company, New York.)



A COFFEE HOUSE.

From "The History of New York." American Book Company.



EDMONDO DE AMICIS.
From "The Heart of a Boy" Copyright, 1899, by Wm. H. Lee.
Laird & Lee.

The Prince's Story Book is a volume of historical stories collected out of English romantic literature in illustration of the reigns of English monarchs from the conquest to Victoria, edited with an introduction by George Laurence Gomme and illustrated by H. S. Banks. None have presented history in more attractive form than the great romancers and in this book are extracts from the greatest of them. The youth who reads these will not only get acquainted with literature worth reading, but will acquire such an interest in English history that he will consult other volumes. Among the writers drawn from are Lord Lytton, William of Malmesbury, Thomas Love Peacock, Jane Porter, Froissart, G. P. R. James, Scott, Thackeray, Fenimore Cooper, Lord Beaconsfield, and others. There are numerous attractive illustrations. (Longmans, Green & Company, New York.)

Quaint and attractive as *Mother Goose* rhymes are they lose half their charm without illustrations. Pictorially the edition we have in hand is of the most attractive character. The pictures are from many different pencils and on many different plans—from the early English plan of our grandfathers' day, in the form of quaint and clumsy wood cuts, to the decorative poster-like plan of our own. While Mr. Frederick Burr Opper has addressed himself to the comprehension of the child in these pictures, he has also aimed to furnish interest and diversion for



From "The Young Master of Hyson Hall." J. B. Lippincott Company.

anybody up to the age, say, of eighty years. His work is of so excellent a character we are sure that neither the purchaser or publisher will be disappointed. (J. B. Lippincott Company, Philadelphia.)

A very handsome volume of 175 pages entitled *Santa Claus's Partner* has been written by Thomas Nelson Page and illustrated by W. Glackens, the drawings being in color—an unusual thing; these are eight in number. Mr. Page has a deserved reputation for writing charming tales and this is one of his best. The world is decidedly better for being told how the coming generation may be made happy in a reasonable way; there is a great deal of the other kind practiced not with the expectation of its yielding profitable results but of producing excitement. (Charles Scribner's Sons.)

We have been greatly entertained by the examination of *Little Indian Folk*, a volume of stories accompanied by full-page color plates after paintings in water color, and illustrations in black and white, by Edwin Willard Deming; the text is by Therese O. Deming. The scenes are from actual life in the Indian country, many of the tribes having been visited by the artist; the stories are founded on real incidents and not made up of the myths usually employed, and, as plainly seen, of the white man's invention. The coloring of the sketches gives a good idea of the scenery; the artist is a faithful colorist and has made the objects portrayed to have a living interest to us who are so distant from them. (Frederick A. Stokes Company.)

We have read *Nannie's Happy Childhood* by Caroline Leslie Field with much pleasure. It is not precisely a "child study" volume, but is a description of a child for several years in just such a home as a true philanthropist would wish every child to have. There is a subtle fancy pervading the volume that will render it intensely attractive to girls especially. It has several appropriate illustrations and will prove a volume worthy of selection for a Christmas present to a favorite scholar. (Houghton, Mifflin & Co., \$1.00.)



"SO THE NURSES AND THE THREE LITTLE CONVALESCENTS BEGAN TO DANCE A JIG." From "The Island Impassible." Copyright, 1899, by Little Brown & Company.

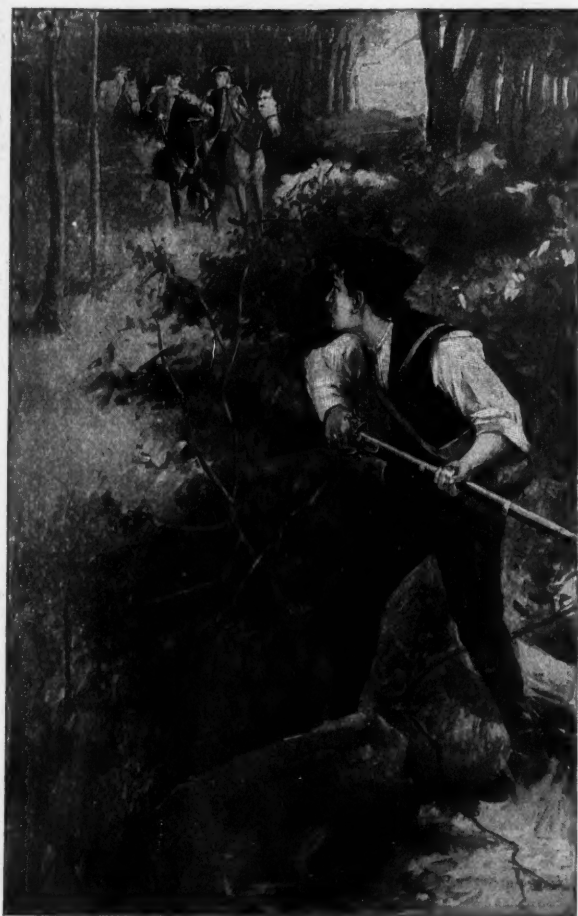
The young people are undoubtedly all acquainted with the books of Paul Du Chaillu that describe adventures and travels in tropical and other climes. We have in hand another book

by him, *The Land of the Long Night*, that takes the reader into the land of darkness, of snow and of wind, and at times of intense cold. The author tells how in that region they travel with reindeer instead of horses; walk or run with skees; sleep on the snow in bags made of reindeer skins; hunt wolves, bears, and different kinds of foxes and other animals, and many other wonderful things. Du Chaillu is a fascinating writer whether he describes his own or other people's experiences. The book has many attractive illustrations. (Charles Scribner's Sons, New York. \$2.00.)

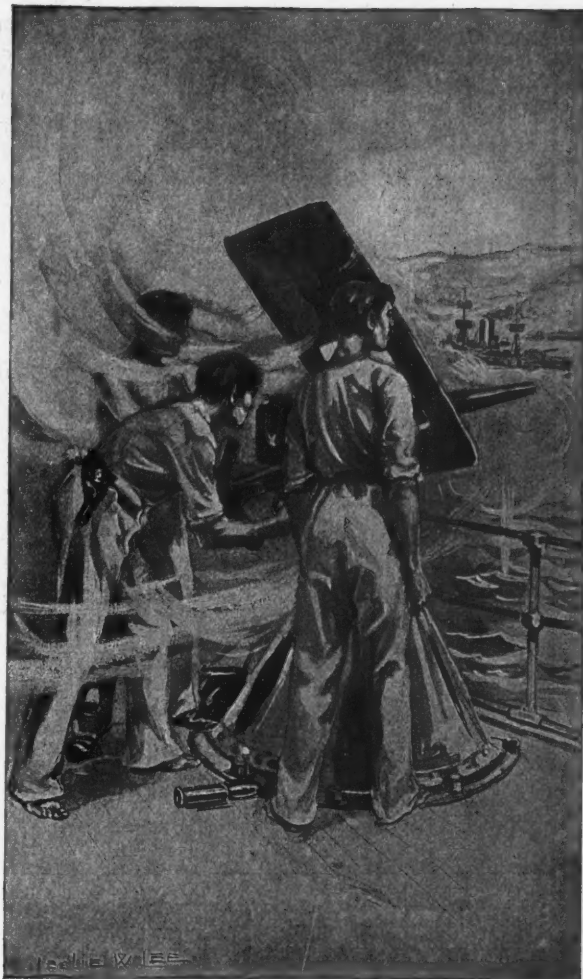
Saragossa, a story of Spanish valor, by B. Perez Galdos, the Walter Scott of Spain, is given to us in excellent English by Minna Caroline Smith. It is the sixth volume in the series of historical novels by the renowned Spanish author. He is, however, truer to history than Scott, and the characters he creates move in an atmosphere of reality rather than romance. *Saragossa* is one of the most powerful, impressive, and popular of the twenty novels wherein Galdos tells the story of his native land. It is a work that stirs the blood by its dramatic power, and may be included among the great war novels. (Little, Brown & Company, Boston.)

The events of the brave struggle of Cuba to throw off the Spanish yoke and the subsequent war of the United States with Spain have furnished material for many a story, but few that will be of greater interest to the young people than that of Ruth Ogden, entitled *Loyal Hearts and True*. The children who figure in the story live in the navy yard which gives the author an opportunity to make her readers acquainted with the ships with which our sailors won their victory over the Spanish. Most of the events of the war are recounted in the story. (Frederick A. Stokes Company.)

As a writer of the most charming biography combined with history in such a way as to give a vivid conception of a period Donald G. Mitchell easily holds first place. His books on English celebrities are well known. It will therefore be with anticipation of great pleasure that the announcement of *American Lands and Letters* will be received. The author says that the "record begins with times when the wrathful independence of Gen. Jackson made itself heard in Congressional corridors



"AND THEN THE BOY WAITED FOR THE NEXT MOVE."
From "The Minute Boys of Bunker Hill." Dana Estes & Co.



ON THE DECK OF THE GLOUCESTER, JULY 3, 1898.
From "The Rescue of Cuba." Silver, Burdett & Company.

and when young ears were listening eagerly for new foot-falls of the brave 'Leather Stocking' in the paths of American woods, and it closes with the lugubrious and memorable notes of the 'The Raven' of Poe." In his pages there troop by us poets, essayists, novelists, and others who helped to make our literary history from Cooper up to the middle of the century. There are portraits of Whittier, Longfellow, Holmes, Bancroft, and others of lesser note, and many views of their homes, etc. (Charles Scribner's Sons, New York.)

The Ship of Stars is one of a number of volumes written by A. T. Quiller-Couch. It is a love story laid in England on the Cornwall coast and describes the sea, the old houses, the old families, and numerous quaint characters. We confess to like the style of this author; the attempt is to tell a plain story and to interest the reader in the apparent facts. He has no small amount of dramatic power. This is hardly apparent; it is felt, however, when you finish his story. (Charles Scribner's Sons.)



From "Santa Claus's Partner." Copyright, 1899, Charles Scribner's Sons.

Harem Scarem Joe is the title of a new book by Will Allan Dromgoole who has achieved no small reputation as a writer. It is a plainly written realistic romance with its central figure a young man who is not built on the usual pattern. The story is located in the Alleghany mountains beside the Clinch river; the people and the dialect of this region are portrayed. (Dana Estes & Company, Boston.)



"I HAVE CHANGED MY MIND, AND WILL NOT GO TO PARIS JUST NOW."
From "Jennie Baxter, Journalist." Frederick A. Stokes Company

A little *History of New York City*, such as has been prepared by Charles B. Todd, of the New York Historical Society, will come very acceptable now to hundreds of people both in the great metropolis and thruout the country. The growth of this city in the past hundred years is one of the most wonderful facts in modern history. The author has given the narrative concisely, accurately, and impartially, and has woven in romantic and picturesque incidents, and such details of manners,



From "Modern Daughters." Copyright, 1899, by Charles Scribner's Sons.

customs, and domestic life as lend it local color and render the picture clear and complete. He predicts that, if present conditions continue, New York will surpass London in population in twenty years. School children especially should learn of this great center of population and its possibilities. The illustrations consist of a map and many pictures showing old and present New York. (American Book Company, New York.)

Among the Christmas books none will be read with more avidity than *The Wonderful Stories of June and John*, by Gertrude Smith, with illustrations by Alice Woods. "Jane was

a wonderful girl, and John was a wonderful boy, and they lived in this wonderful world—this great, round wonderful world, that stays in the wonderful sky, that rolls in the wonderful air." It will be seen that this is no ordinary story, altho these children do a great many things that ordinary children do. It is bright and breezy, and brimful of interesting incidents. In the illustrations some unique effects are produced by combining white and black and red and green. (Herbert S. Stone & Company, Chicago and New York.)

It seems that many scientists, among them even the world-renowned Lombroso, have drawn many wrong conclusions from their studies of criminals and outcasts. The reason is that they have studied the criminal in confinement. Now the fact is that the criminal in prison is a very different person from the same person when tramping or otherwise enjoying his freedom. Hence the importance of Josiah Flynt's book, *Tramping With Tramps*, containing the results of his studies of these outcasts in their native haunts. For the past ten years he has been the traveling companion, not of unemployed workmen seeking to better their condition, but of confirmed tramps—or "Hoboes," as they call themselves,—his various outings in their company having varied in length from a few weeks to eight consecutive months.

His experiences have not been confined to the United States, but have included tramps with the English "moocher," the Russian "gorioun," and the German "chausseegrabentapezirer." On these expeditions Mr. Flynt has succeeded in passing himself off as a genuine tramp. He has dressed as his companions dressed, begged and starved or feasted as they did, and has even been condemned to jail with them, as a professional vagrant. He long since mastered the vocabulary of the "road," and is as proficient in its use as the oldest member of the tramping guild. His book, consisting chiefly of essays, stories, and sketches contributed to the leading magazines, especially *The Century*, are written in a popular style, but are of substantial value as first-hand studies in sociology—a fact which has led Dr. Andrew D. White, American ambassador to Germany, to endorse them most cordially in a letter that serves as preface to the book. (The Century Company, New York. Price. \$1.50.)



"A MAN IN GAYER DRESS THAN HUGH WAS USED TO."
From "The Boys of Scrooby." Houghton Mifflin & Company.

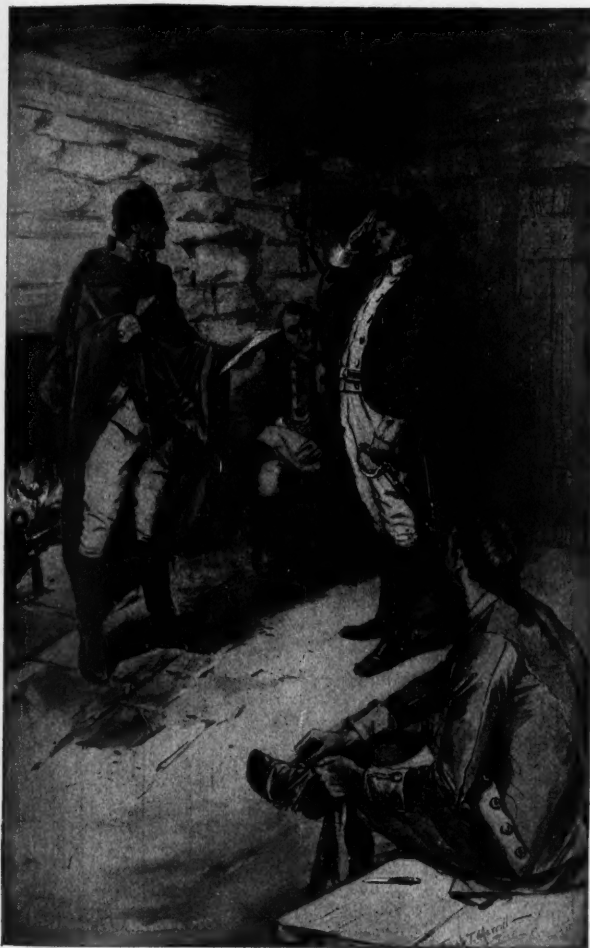
Bohemian Paris of To-day is a volume from the wonderfully graphic pen of W. C. Morrow from notes by Edouard Cucuel. It gives an inside view of Bohemian Paris, its cafes and boulevards, its balls and amusements, its student and artistic life; with pictures drawn on the spot by Edouard Cucuel and depicting all the features that have made the Latin Quarter and Montmartre so famous. There is much described in this book which many who have visited Paris have never seen, and it affords a complete guide for those desiring to see the Bohemian quarter as it really is, as well as being one of the most absorbing books for general reading recently published. (J. B. Lippincott Company, Philadelphia. Cloth, gilt top, ornamental binding. \$3.50.)

A little volume entitled *Educational Nuggets* contains selections from Plato, Aristotle, Rousseau, Herbart, Herbert Spencer, W. T. Harris, Nicholas Murray Butler, Pres. Eliot. One looks in vain for some of the thoughts on this great subject of Pestalozzi, Froebel, or Thomas Arnold. In looking over the selections one cannot but be struck with the clearness and force shown by Dr. W. T. Harris; he is undoubtedly the strong philosophic thinker on the subject of education of this century. The courage of the publishers in putting forth this dainty volume for the general public is to be commended. (Fords, Howard & Hulbert. 40 cents.)



From "Romance of Feudal Chateaux." G. P. Putnam's Sons.

Boys need to have their minds led to the consideration, in the stories they read, to something practical as in *The Young Boss*, by Edward William Thompson. Too long have they fed their minds on stories of impossible adventures with Indians and other luridly imaginative tales. In this story Mr. Thompson tells how a self-reliant but modest and polite young man took hold of an engineering contract which an accident had prevented his father from accomplishing, and carried it thru successfully. He has all sorts of trials, but surmounts them by his energy, tact, and patience. (T. Y. Crowell & Company, New York and Boston. Price, \$0.50.)



"A NOTE FROM THE COMMANDER-IN-CHIEF, SIR," REPLIED THE MESSENGER.
From "Historic Americans." T. Y. Crowell & Company.



From "Little Leather Breeches." J. F. Taylor & Company.

A collection of love poetry cannot be without interest to anybody, whether in the romantic age of youth, the practical age of middle life, or the reminiscent age of hoary hair and tottering steps. *For Thee Alone* is such a collection made by Grace Hartshorne. It contains some of the choicest love verse in the language by upwards of one hundred and fifty British and American authors, with a few translations. It is not contended that all of the best in this line of literature is here, but it is fairly representative of the class. The illustrations consist of half-tone reproductions of a number of noted paintings. (Dana Estes & Company, Boston.)



From "The Red Book of Animal Stories." Longmans, Green & Company.

The Adventures of a Freshman, by Jesse Lynch Williams, details the experiences of a young man from the West during his first year at Princeton college. The hero of the story, William Young, is a big muscular fellow, entirely unacquainted with the ways of the world, and the sophomores, during the first few weeks at college, make things particularly lively for him. He is in reality a bright chap, with lots of pluck, and after a while, by his pluck, he becomes instead of a butt of all the classmen's jokes, a popular hero. The question of finances was not the least of the difficulties with which he had to struggle, but in the end he comes out all right and enters his sophomore year triumphantly. That peculiar institution known as hazing is described in all of its various phases. Many a college man will recognize the substantial truth of the picture. (Charles Scribner's Sons, New York.)

Americans are glad that the attempt to set up an empire in Mexico dependent on France did not succeed, yet they feel a pity for the unfortunate prince who was the victim of the ambition of "Napoleon the Little." The story of that unfortunate episode in history is still of deep interest to a large number. In a book entitled *Maximilian in Mexico*, Sara Yorke Stevenson has given her reminiscences of the French intervention of 1862-67. The author spent several years of her early womanhood in contact with the imperial court in Mexico, when Napoleon III. was trying the disastrous experiment of establishing a European government on American soil. Her position was not without its difficulties and dangers, but it afforded rare opportunities for observation. The result is that the picturesqueness, pathos, humor, and tragedy of the short-lived empire of Maximilian are set before the English-speaking world with remarkable clearness and force. The story is an absolutely true one, yet no "international romance" of the present-day school of fiction surpasses it in color, movement, and effective contrasts of light and shade. Mrs. Stevenson's aim has been to record the recollections of an eye-witness of a series of occurrences which developed into one of the most dramatic episodes of modern times. Her work is inscribed to the memory of the late Mexican Minister to the United States, Senor Romero,

"with deepest appreciation of the part played by this Mexican patriot in checking the aggressive policy of Europe upon this continent." (The Century Company, New York.)

A book that cannot but interest boys is a translation from the Italian of *The Heart of a Boy*. It is a recast school boys' journal, by Edmondo de Amicis, an author of high reputation; indeed in Italy this book has reached the 224th edition, probably going beyond any other volume ever published there. It might be called "History of a School Year by a Pupil of the Third Grade in a Public School in Italy." A boy noted down what he saw and what he felt, and his father put it into the form of a book. The volume as presented by the enterprising publishers is of a "de luxe" edition, having thirty-two full page half-tone engravings and twenty-six text illustrations. It is one well fitted as a gift to a boy on Christmas morning. (Laird & Lee, Chicago.)

For some reason the history of Maine has not figured very prominently in the general histories of the United States, yet it has a colonial history and a history as a state of a very interesting character. In *Stories of Maine* Sophie Swett has sought out the records relating to the state, mostly from books and other inaccessible sources, and has been put them in an attractive form for young people and others to read. Maine covers historically the beginning of New England, the scene of the bloodiest Indian wars, the place where different European nations contended most fiercely for supremacy; its records are so dramatic that they read like folk-lore and legend rather than veritable history. A map and a large number of portraits and other illustrations adorn the book. (American Book Company, New York.)

A Widower and Some Spinsters is a volume of short stories by one of the best of the women novelists of this country, Maria Louise Pool. She was born in the little town of Rockland, Mass., and there she saw some of the characters that have been reproduced in her stories. Many of these were contributed to the magazines. Great interest will be taken in this latest collection of her stories on account of her death a few months ago. The theme of most of these is love, and they are brightened by mellow humor, keen and tender sympathy, and apt and pleasing expression. The book has portraits and other illustrations. (Herbert S. Stone & Company, Chicago and New York.)

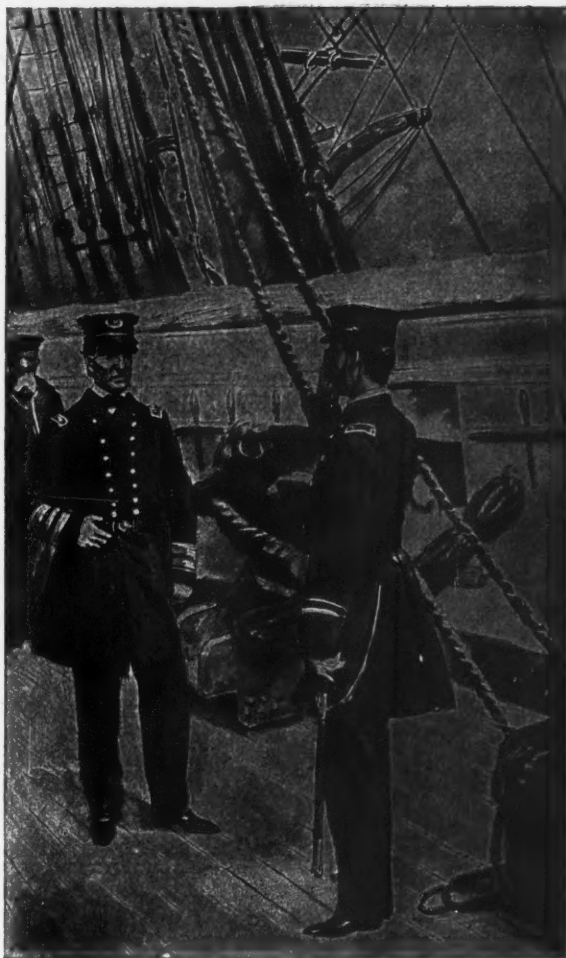


From "Mistress Content Cradock." A. S. Barnes & Company.

One of the finest series of books lately published is the *Little Journeys* to the homes of noted men, consisting of essays describing famous people and their homes—also some of their works. These are particularly attractive because they make one acquainted with the personality of these people. In former years have been issued books on "Good Men and Great," "American Authors," "Famous Women," and "American Statesmen." This year we have a book of *Little Journeys to the Homes of Eminent Painters*, by Elbert Hubbard. The painters of whom there are sketches in this book are Michael Angelo, Rembrandt, Rubens, Meissonier, Titian, Anthony Van Dyck, Fortuny, Ary Scheffer, Jean Francois Millet, Joshua Reynolds, Landseer, and Gustave Dore. Portraits of these artists are given and also reproductions of a few famous paintings. (G. P. Putnam's Sons, New York.)

In a literary way, and pedagogically, typographically, and pictorially *The Baldwin Primer*, by May Kirk, is well-nigh perfect. The lessons were prepared in accordance with well-established principles of mental science and child-study. In addition to the ideas common to most primers the author adopted the principle of progressive expansion whereby the most complex notions of language number and form, are built up by successive steps from elementary ideas. In teaching words the synthetical and analytical methods are followed simultaneously. The letters, as set tasks, are deeply impressed on the mind, while at the same time the child learns to read by recognition of words as wholes; finally he instinctively unites the results of both methods to a complete and detailed understanding of the words. Script is given plentifully thru the book in connection with the large and clear Roman text. The pictures are very numerous and excellent. There are colored illustrations of flags, animals, plants, leaves, fruits, and other illustrations of a varied and interesting character. The child cannot fail to find delight in this pretty book. (American Book Company, New York.)

Principles of Public Speaking is an important book just published by Guy Carleton Lee, Ph. D., Johns Hopkins university. In this will be found the technique of articulation, phrasing emphasis; directions for the cure of vocal defects; the ele-



Farragut and Dewey.

From "The Hero of Manila." Copyright, 1899, by D. Appleton & Company.

ments of gesture, a complete guide in public speaking, extemporaneous speaking, debate, and parliamentary law, together with many exercises, forms, and practical selections. A distinctive feature of the book is its comprehensiveness. In this one volume the student will find, not only the elements of vocal culture and the treatment of the subject of extemporaneous speaking and debate, but also a manual of parliamentary law. (G. P. Putnam's Sons, New York.)

Parson Kelly, a historical novel, by A. E. W. Mason and Andrew Lang, deals with the fortunes of an Irish parson, without benifence and a secret agent of the Pretender, in the early part of the eighteenth century. It is a vivid picture of London life and the manner within and without the court. The parson and other characters are drawn true to the life. (Longmans, Green & Company, New York.)

The children and many adults will find much pleasure in the story of *Ulysses* as told in rhyme and pictures by A. H. M. The author has followed the main outlines of the original tale, but has introduced many original features. The illustrations in black and red are very striking. (New Amsterdam Book Company, New York.)

Helps for Ambitious Boys, by William Drysdale, is a book that ought to be in the hands of all boys who wish to reap the highest success in life. The author is very practical in all that he says. First he assures himself that they have no disabilities—no mortgages on their character—bad habits. Then one by one he takes up the professions and trades and shows their advantages and disadvantages, reinforced by the opinions of those who have succeeded in them. Among these are classical education, the trades and professions, art and newspaper reporting, literature and the regular army, naval and marine service, diplomacy and the field of invention, electricity and trade, astronomy and engineering, etc. The subjects are treated in a breezy, practical, sympathetic, sensible, and delightful manner; full of illustrations and apt quotations. (T.Y. Crowell & Company, New York and Boston.)



From "The Carpetbagger." Copyright, 1899, by Wm. H. Lee, Laird & Lee.



From "Beacon Prize Medals." Baker & Taylor Company.

Novello, Ewer & Co. have just issued a catalog of Christmas carols, both new and old. The singing of such compositions is becoming more and more popular and their performance will be found a valuable adjunct to the Christmas celebrations. Abroad it is customary for the higher classes to give an operetta, one of course specially written for children. Novello, Ewer & Co., have now a long list of such works, comprising settings of such stories as *Cinderella*, *The Fairy Slipper*, *Santa Claus and his Comrades*, *Red Riding-Hood's Reception*, *Punch and Judy*, etc. A brief description of *Santa Claus* may be of use: Argument.—It is the morning before Christmas. The first scene opens in the home of Santa Claus and his comrades. Great preparations are being made for the annual visit to the children, whom they love so well. Santa Claus, jovial and merry, appears, and, in a descriptive song, explains what he is about to do. But he cannot carry out his plans without the help of his faithful coadjutors. He summons his private secretary, Inky, who brings into his master's presence all the comrades of Santa Claus. They each offer some special kind of toy or Christmas present, and, amidst the good wishes of all, Santa Claus departs upon his mission, staggering under the weight of a bag filled with a goodly store of toys.

The second scene is the children's playroom. A number of children are just on the point of going to bed, but are speculating upon what Santa Claus will bring them when he pays his expected visit. One of the boys proposes that they should keep awake, but that is impossible—they are all so sleepy; so after hanging their stockings up in an adjoining room, they all go off to bed to the strains of a lullaby. Then Inky stealthily creeps in, followed by Santa Claus. The latter has a great fear upon him that, on this night, he will be discovered. After a duet, they both go off to perform their allotted tasks. Jack, the wakeful boy, enters, and is so delighted at having caught Santa Claus that he runs away to wake the others. Then all the children crowd in, with Santa Claus and Inky prisoners. Santa Claus enjoys the joke, and to show that he bears the children no ill will summons all his comrades. The children

are all delighted, and, upon Santa Claus promising to come again another year, they wish him every success in a final chorus.

There are thirteen singing parts and one speaking part, and numerous two-part choruses for Santa Claus' comrades and the children. Time taken—about one hour and a half.

Full particulars of these works can be had on application. For the younger children there are illustrated *Nursery Rhymes*; after the little ones have learned the simpler music, they are taught appropriate action and gestures. With the aid of some unpretentious costumes, very effective performances may be given.

A large circle of young readers have been entertained in former years by G. E. Farrow's delightful nonsense books such as "Wallypug of Why" and "The Wallypug in London." These books have enjoyed such a great popularity that he has continued the narrative in the same vein in the adventures in *Wallypug-Land*. He has described his experiences during his visit to the remarkable land over which His Majesty reigns as a "kind of king." Alan Wright, who has furnished fifty-six illustrations, has made them as striking and whimsical and as stimulating to the imagination as is the text of Mr. Farrow's clever book. (New Amsterdam Book Company, New York. Price, \$1.75.)

One could scarcely imagine a more interesting collection of adventures than that found in the volume of *Yule-Tide Yarns*, edited by G. A. Henty. The scenes of these are both on sea and land and in widely different quarters of the globe. Ten different authors are represented and their productions are illustrated by the best artists. We are sure the boys will vote Mr. Henty as successful an editor as he is an author. (Longmans, Green & Company, New York.)

We open a book in the French language like *Contes de la Vie Rustique* with pleasure if it has the imprint of the publisher of this one: good paper, clear type, fine printing, and neat binding are always to be found; besides the selections he makes are always high class. The four selections have admirable notes in English, fitting them for use in schools and by that class, daily increasing in numbers, who strive to know the beautiful thought existing in the French mind. (William R. Jenkins, New York. 45 cents.)



"A BALL HAD CRASHED THROUGH THE SIDE."
From "A Jersey Boy in the Revolution." Houghton, Mifflin & Company.



FIG. 16. A cycad, showing much-branched leaves and palm-like habit.
From Coulter's "Plant Relations," Twentieth Century Text-Books. D. Appleton & Company.

The lovers of dainty volumes of high class literature are acquainted with the Thumb-Nail series, volumes which are gems in their way. They are five and a half by three inches, bound in leather with handsomely embossed designs, are finely illustrated, and have gilt edges. One of these volumes contains Irving's ever popular *Rip Van Winkle and the Legend of Sleepy Hollow*, with an introduction by Joseph Jefferson. The two illustrations in the book are drawn by C. M. Relyea. Another of the volumes in this series is *Selections from the Meditations of Marcus Aurelius*, translated from the original Greek, with an introduction, by Benjamin E. Smith. (The Century Company, New York. Price, \$1.00 a volume.)



THE MEDITATIVE CADDY.
From "Fables in Slang." H. S. Stone & Company.

Laura E. Richards is well known to the reading public, and her new book *Peggy* will be opened with high expectations. The scene opens in a boarding school where the heroine has a variety of interesting and appropriate adventures, the first being a box from friends; then comes a visit to the gymnasium and the wonderment it causes to Peggy. We need not follow the story further; only we can add that all girls who love the stories Louisa Alcott wrote will love this; we think she exceeds Miss Alcott in many points. Books of this style written from

the motives behind this are a benefaction (Ana Estes & Company, Boston.)

In spite of the manifold ways in which love sentiment has been expressed, poets still find something new in the old theme. A collection of delicate bits of sentiment, couched in musical verse, is found in the little volume, *The Night has a Thousand Eyes and Other Poems*, by F. W. Bourdillon. The author has a keen poetic sense, and is a most careful literary workman, and hence these verses, so perfect in form, will be read with pleasure by all lovers of true poetry. The book is handsomely bound in cloth and printed, with many illustrations, on smooth heavy paper. (Little, Brown & Company, Boston.)

In *The Artistic Ordering of Life*, Prof. Albert S. Cook discusses the question whether art, even religious art, has ever exercised any good. But while he is willing to see the point of view of Ruskin or even of those who are even more iconoclastic than Ruskin, still he pleads for art as a lightener of toil and believes, with Plato, that toil should be accompanied not only by music but should be the practice of music. He shows how the less fortunate and gifted of men may thereby reap joy from life. (T. Y. Crowell & Company, New York and Boston.)

To London Town, by Arthur Morrison, is, as its title implies, a story of the great metropolis, and is complementary to the author's other books, "Tales of Dream Streets" and "A Child of the Jago." It is very evident that the author is very familiar with the life he describes, and he has the faculty of presenting all its details and describing characters with photographic accuracy. Therefore his scenes are strikingly real. The style is also very clear and direct. Those who begin this story will not be able to lay it by until it is finished. (Herbert S. Stone & Company, Chicago and New York.)

Strawberry Hill is the name of an ideal farm. Mrs. C. F. Fraser, in her story, gives a few pictures from the life led there by kind Aunt Drulla and the prim Aunt Ruth Jane and especially the happy Frank Black. It is not a long story but it ends with an exciting climax and a sentence that well sums up the strange course of events in this world. (T. Y. Crowell & Co., New York and Boston. Price, \$0.50.)



"THEY LAY OUT IN THE GRASS UNDER THE STARS."
From "The Boys of Marimont Prairie." Little Brown & Co.



"WHAT IS THE MATTER WITH THREE CHEERS FOR LLOYD."—Page 35.
From "Loyal Hearts and True." F. A. Stokes Company.

Plish and Plum is a humorous illustrated story in rhyme translated from the German of Wilhelm Busch by Charles T. Brooks. This book shows much the same quality of humor as that with which Americans have become acquainted in the illustrated periodical *Fliegende Blätter*. A rotund individual is represented with two puppies, one in each hand which he proceeds to drown. They are rescued by two boys and under the names of Plish and Plum become two of the most destructive and mischievous little rascals that ever lived. The story is told with great skill by both artist and rhymist. (Little, Brown & Company, Boston.)

When Dewey Came to Manila is a story in which James Otis has described a great historical event with his well known skill and has added to it a story of personal adventure that will be sure to hold the attention of boys. Some American boys were out on Manila bay with their Filipino acquaintances on the morning when Dewey made his entry into the harbor. They landed near Cavite, and from a hill saw the celebrated naval battle in which the Spanish fleet was destroyed. Then they had a narrow escape from Filipinos who mistook them for Spaniards. (Dana Estes & Company.)

Raphael is a little book in the Riverside Art Series, the object of which is the introduction of the pupil to that great artist's works thru the pictures that are most attractive to the young. No attempt is therefore made to represent all sides of the painter's genius; his portraits are ignored and his Madonnas inadequately represented, in order to give place to pictures which awaken as many points of interest as possible. Within these narrow limits Raphael, as an illustrator and composer, is even in these few pictures clearly represented. The text aims only to make the pictures intelligible. Estelle M. Hurl is the editor of the book. (Houghton, Mifflin & Company.)

A new book by Stephen Crane entitled *Active Service* is a romance in which the daughter of a professor opens the drama by announcing that "Rufus Coleman wants to marry me;" then follows the scene in the office of a daily paper, Coleman is there; then he appears in Greece at the time of the war with Turkey; Marjory—the daughter—also goes with the professor

to Greece. This brings all hands on deck, as will be seen; here the active service begins; and Mr. Crane manages to carry them along in first-class style. He is a vigorous and entertaining writer, and the daughter and Coleman who were at first ruthlessly separated are reunited and married, as is interestingly told. (Frederick A. Stokes Company, \$1.25.)

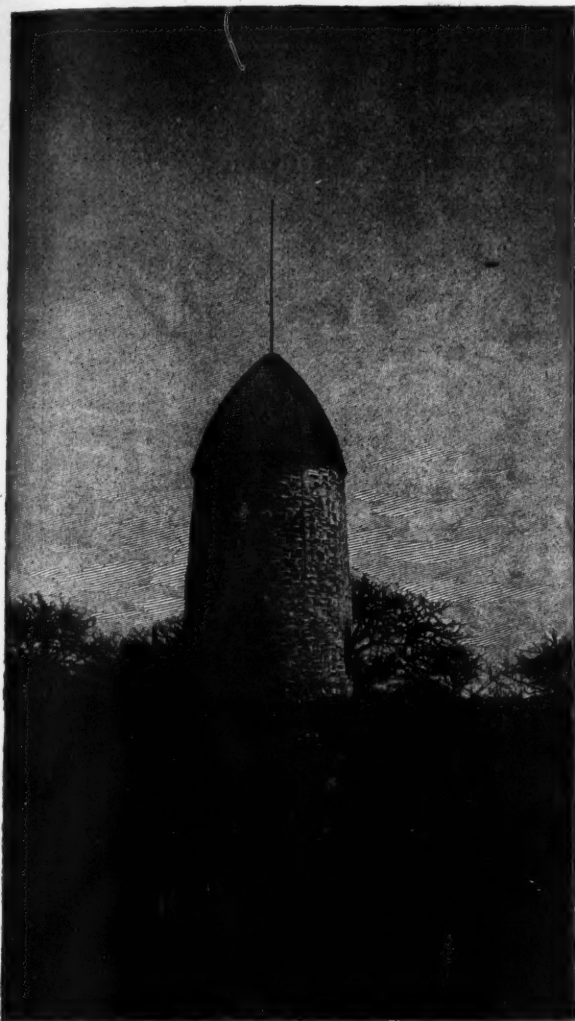
Rob and Kit is a new volume by the author of "Miss Toosey's Mission." It is mainly a picture of life in a little Sussex village, where a kindly vicar brings up his family of five children with the aid of a sturdy housekeeper. We enter into the outings and home life of this pleasant family very much as Rob did from the neighboring town; and we are shown the arrival of Stuart Sinclair, a stranger that very nearly wrecked the fortunes of the family, as well as nearly won Kit's love. Kit was faithful, it may be said, however,—at least, so far as the heart went,—to the ungainly Rob, altho he left her to her troubles and went away, having suddenly become eager to try his fortune in America for her sake. This story is told in the author's usual bright and sympathetic manner, abounding in touches of humor, and in wise and thoughtful remarks. (Little, Brown & Company, Boston. Illustrated, 16mo., \$1.00.)

It is a hard matter to get a vivid idea of the world as it was, say two or three hundred years ago, from history, no matter how skilfully or entertainingly written. The chief lack is the personal element and that vivid picturing of domestic life and manners which is possible in fiction. Hence the great opportunity of the writer of historical tales. Ruth Hall, the author of *The Boys of Scrooby*, has made the most of her opportunities to present the life and characteristics of the early settlers of New England, New York, and Virginia, as well as the Indians with which they came in contact. In narrating historic facts the deviations from authentic history have been few and unimportant, only those made absolutely necessary by the story. (Houghton, Mifflin & Company, New York. \$1.50.)

Character, the Grandest Thing in the World is excellent little book by Orison Swett Marden. The late Henry Drummond considered love the greatest thing in the world. Mr. Marden takes Drummond himself as an illustration of lofty character and, therefore, "far grander than anything he ever wrote." He then goes on "to name certain deep-rooted dispositions which are essential in the mental make-up of those who set before themselves a high ideal." The subject is illustrated with hosts of apt anecdotes charmingly told. (T. Y. Crowell & Co., New York and Boston.)



LA FIANCEE.
From "For Thee Alone." Dana Estes & Company.



THE OLD POWDER MILL, SOMERVILLE, MASS.
From "Historic Mansions and Highways Around Boston."
Copyright, 1899, by Little, Brown & Company.



CINDERELLA.
From "The Third Reader, Rational Method in Reading." Sil-
ver Burdett, Company.

There is no need to introduce Gen. O. O. Howard to Americans, young or old, for he was one of the most distinguished officers of the Civil war. When he writes war stories for the boys we know he draws for his facts on personal experience. Those who have read his story of "Donald's School Days" will be glad to hear that he has written a companion volume which he calls *Henry in the War; or, the Model Volunteer*. The story of the book is from real life, and depicts West Point before the war, recruiting for the regiments, the advance to the front, the fighting at Bull Run and on the Peninsula, and from then until the close of the war such other events as are necessary to the story are concisely and graphically described. Henry, as a private, gradually rising rank by rank until he becomes a colonel and brevet brigadier-general, is of course the leading character, and a good example of the American volunteer soldier. According to the story Henry is as successful in love as in war. (Lee & Shepard, Boston. Price, \$1.25.)

Modern Daughters, conversations with various American girls and one man, is decidedly one of the most original books of the season. In a brilliant, vivacious style, full of anecdotes and incidents and bright conversations the author, Alexander Black, describes the characteristics of the American girl, and her demeanor under different conditions. The ground covered by the book is somewhat indicated by the titles of the chapters—with



Seized Dash by the head as the great train went whizzing by.
From "Strawberry Hill." T. Y. Crowell & Company.

a debutante, with a left-over girl, with a "gym" girl, with a heroine, with a clubwoman, with a cynic, with a chaperon, with a nice man, with an engaged girl, and with a bride. This takes in about the whole circle of a young woman's existence, and she—or he—who cannot find amusement, and instruction too, in this book must be suffering from an unusual attack of *ennui*. The illustrations show a galaxy of beauties such as are rarely seen together. In printing, paper, and binding the book belongs to a high class. (Charles Scribner's Sons, New York.)

No one wields a more fascinating pen than Frank R. Stockton, and a good exhibition of his skill is found in *The Young Master of Hyson Hall*. It is handsomely illustrated and will attract readers from the fact that the author never writes a mean or immoral line. It is a book that boys may safely read. A huge bonfire could be made of those that degrade and destroy them. (J. B. Lippincott Company.)

Evangeline holds its own, and justly, as one of the most popular of Longfellow's poems. While the long poems of most poets are talked about but not read very much, Longfellow's *Evangeline* is widely read with real pleasure, because of the charming way in which the story is told. One of the most important features of the book is the biography of Longfellow, by Nathan Haskell Dole, covering about thirty-five pages. A full account of the poet's childhood and young manhood is given. The notes contain a history of the removal of the French from Acadia. The fact, which is often overlooked, is brought out that these French settlers made themselves a menace to the government by stirring up the Indians against the British. The book is elegantly printed and bound in wine colored cloth, the front cover and back having a beautiful embossed design in letters and leaves. There are a number of fine colored illustrations. (Thomas Y. Crowell & Company, New York and Boston.)

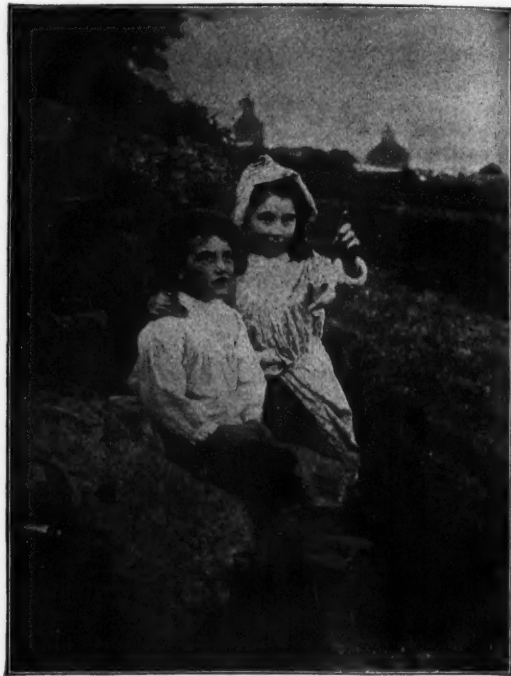


From "Loveliness." Houghlin, Mifflin & Company.

There is always a demand for *Pieces to Speak*, such as Eugene J. Hall has issued in a series of little paper covered books, which now number twenty-five. In these he has adapted for readings or recitations poems and other selections, many of which have been in the repertoire of the best speakers and readers. They cover a wide field, dramatic and lyric; they are attractive and meritorious and they will meet the needs of a host of teachers and others. The usefulness of these books is shown by the fact that hundreds of thousands of the earlier numbers have been sold. The good print, the excellent illustrations, the explanatory notes, etc., and the high quality of the material will give to these Red Books a still wider and wider popularity. (Eugene J. Hall, 34 Wabash avenue, Chicago. Price, 10 cents each.)

A volume that brings together some of the *Representative Poems of Robert Burns* with Carlyle's essay appears to us to be well fitted for school purposes. The editor, Charles Lane Hanson, has given it an introduction, notes and vocabulary and valuable foot notes. We do not see that a single thing is wanting to render this exceedingly useful. It would be far better if every reader of Burns instead of owning a full volume, procured this one, and studied it with care. Burns' poetry has a mission, but this is often lost for want of the very help such a book affords. (Ginn & Company.)

Dr. David S. Jordan makes as his only apology for publishing *The Book of Knight and Barbara* that "he never meant to do it." The facts are these: He had told his own children many stories of many kinds, some original, some imitative, some travesties of the work of real story-tellers. Two students in the department of education in Stanford university asked him to repeat these stories before other children. One of them took them down in shorthand for future reference, and while the author was absent on the Bering sea commission of 1896, wrote them out in full, thus forming the main text of this book. The



From "Amateur Photography." Baker & Taylor Company.

young people and some older ones, who read these stories will conclude, however, that there is no occasion for Dr. Jordan offering an apology. They are delightfully imaginative and sometimes lead the young mind way off into the land of Nowhere in which it delights to revel. The book is illustrated with decidedly original pictures made by the children themselves. (D. Appleton & Company, New York.)



From "Fisherman's Luck." Copyright, 1899, by Charles Scribner's Sons.

Prof. Atwater's Alcohol Experiment.

Its Educational Value.

When a new demonstration is made in the field of science, to bring it down to the uses of the school-room is the first thought of the conscientious educator. Consequently there has been much interest evoked among teachers by the recent experiments of Professor Atwater which according to published statements seem to shed a new light on the physiological effects of alcohol. Just what the results really involve what error they refute, and to what extent they are to be applied in the school-room instruction is the query for the teacher. It is one which he feels in duty bound to answer in the interests of scientific truth if for no other reason.

What Professor Atwater's experiments really comprised in a practical way is perhaps not quite generally and fully apprehended. The experiments as described by him consist in placing a man in the center of three concentric boxes, the outer being of wood and the two inner lined with copper, each being provided with a single door and window. The inmost chamber, whose dimensions are seven feet wide, four feet long, and six and a half feet high, is equipped with a table, chair, cot and stationary bicycle. By scientific arrangements it is possible to regulate the supply of air, as well as to provide, measure, and analyze food and excretory products. The report states definitely that the potential energy or latent force of the food which the body receives and the energy given off from the body in the form of muscular work and heat are likewise measured. It is claimed by the experimenter that by giving the men under experiment different kinds and amounts of food and varying their activity from actual rest to light or severe muscular or mental work, it is possible to learn just how the body uses its food, what materials are needed for its support, and how different food materials compare in nutritive value.

For the alcohol experiments it seems that a certain amount of the fuel ingredients of the food—sugar, starch, and fat—was taken out and a chemically equivalent amount of alcohol was substituted for them. The amount used was two and a half ounces of alcohol a day, about as much as would be contained in three average glasses of whisky, or in a bottle of claret or Rhine wine. The alcohol was given in six nearly equal parts, three with meals and three between meals. As a result it is declared in a general way that alcohol in small quantities is consumed in the body and converted into muscular heat and energy as are starch, sugar, and fat, and similar foods.

The Result and its Means.

It thus appears that an interesting scientific experiment has been consummated by which the long accepted statements regarding the positively harmful effects of alcohol as given by the best scientific authorities seem to have been greatly controverted. This is what seems to have been done. Consequently the educational value of the work has assumed large proportions and importance.

The tendency to magnify results, however, was probably never more clearly demonstrated than in connection with these experiments. Misleading statements have been published far and wide. It is an undeniable fact that much more has been claimed for the tests than they legitimately cover. This statement was thoroly substantiated by Professor Atwater himself in his talk before the New England Board of School Superintendents, Nov. 10, at the Boston Latin school, when many unpublished facts and conditions were elicited. These explanations so greatly minimize the importance of the work in its bearings on general information that teachers should know of them. They are peculiarly pertinent as regards the educational value of the experiments; a consideration of them makes it evident that there are excellent reasons for an indefinite delay on the part of the teacher before she promulgates the statements sent forth.

Professor Atwater's Position.

In the first place, tho Professor Atwater is so widely

quoted as saying that alcohol is a food, it appears that he has never made an unqualified and positive statement to that effect. Tho he says that alcohol is sometimes a food and that it sometimes is not a food, he does not support this dictum on any recognized basis because of his acknowledged ability to give a definition of food which would be recognized by scientists, no two agreeing in this matter. What he does claim for alcohol besides being contradictory is also visionary for it is not to be supposed that in asserting a scientific truth, as this is taken to be, other than a scientific interpretation is involved. Professor Atwater naively says: "Whether alcohol is to be called food or not depends upon the definition of food!" If science does not give the teacher clear, bold, and strong statements of truth or untruth the question naturally arises where is he to look for them?

In default of a definition it is rather difficult to interpret Professor Atwater's statement that "It is untrue that nature rejects alcohol as a food" unless one is aware that food in its ordinary hygienic accepted sense is not intended. But this explanation helps wonderfully in apprehending his declaration, "Tell a child alcohol is food and you mislead him."

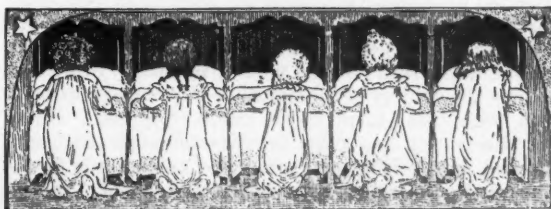
When Professor Atwater is asked if alcohol is a poison, in the same scientifically, non-committal way he replies, "Yes and no, sometimes it is and sometimes it isn't!" And forefends himself from any criticism by declaring that he "doesn't mean to dodge."

Thus it would transpire in response to his imperative, "Tell a child the truth" as he expounds it, the teacher is armed with this surprising statement of "truth,"—alcohol is a food, and not a food; it is a poison and not a poison." As the same thing might be said in a certain sense of any other food or poison, this equivocal declaration involves primarily the doing away with any classification whatever of substances as foods and poisons. One needs scarcely refer to the detrimental effect of such equivocal statements.

Furthermore, the teacher must bear in mind in considering the educative value of Professor Atwater's experiment the other qualifying conditions which accompany it and on which he frankly puts full emphasis. To teach correctly and accurately the facts of the experiment involves a detailed explanation on the part of the teacher, something after this order: "If a person is willing to have alcohol consumed in his body to produce heat and energy, he must first be sure that he is the right kind of a person to take it," then he must be sure to take it in tiny doses; he must have his food carefully measured and weighed and analyzed, and all the unnecessary fuel ingredients taken out while he is using alcohol. And even then "sometimes the alcohol is consumed and sometimes it isn't."

Experiments Limited in Scope.

It appears from Professor Atwater's replies to the direct questioning at the Boston meeting that in the alcohol experiments there were "no absolute tests" by which mental impairment could be measured; neither was there any special way of measuring energy such as by lifting machines, etc. They were purely scientific experiments of limited scope in which small quantities of alcohol were consumed for brief periods of time. They do not show the effects of habitual or excessive use of alcohol as a beverage. Their purpose and nature are such that they give no evidence regarding its pathological or tonic action. Teachers do not need to be reminded that the physiological action of alcohol involves much besides its nutritive



effect. Its influence upon the circulatory and nervous functions is especially important.

Professor Atwater, it is to be noted, does not claim that his experiments are final. The result only shows that with two selected men isolated for a few days that a certain effect was manifested. But "with a third party," the experimenter frankly declared, "it might be very different." And so he wisely admonishes his followers not to go too far in their generalizations. The taking of these limited experiments as a basis for broad generalization as has been done is very much like viewing a phrase apart from the paragraph in which it is found and giving it an interpretation which is wholly at variance with the context.

In view of the lack of a basic premise which would be afforded by a clear and scientific definition of food and poison, and by reason of its circumscribed character it is evident that the famous experiments furnish no ground for supplanting the present authoritative, scientific statements regarding the physiological effects of alcohol. Nor can they be seriously assumed as changing the status of teaching in regard to alcohol as a poison in accordance with the generally accepted meaning of the word.

Boston.

JANE A. STEWART.

Pedagogical Principles Thru Practice.

For many years past the necessity of a study of pedagogy by the teacher has been increasingly felt. The subject has been prominent in the discussions of all educational bodies until it has found a place not only in the courses of the normal schools but in the curricula of many colleges and universities. This means that the art of teaching and the principles upon which it is based need to be learned by those who are to teach.

The subject is at present mainly imparted from textbooks and therefore must be largely abstract and theoretical. So far as it goes, such a method is better than no method. It is wiser to be armed with a correct theory than to be without any theory at all, because it is the tendency of principles to affect more or less the quality of the work accomplished.

A method of pedagogical instruction however, to be efficient must take the pupil into constant consideration; he should not be a myth, but a real person. This plan is feasible wherever there are "Schools of Practice," model, or experimental schools, as they are variously designated. This method was in successful operation in a few of our normal seminaries long before the agitation for the study of pedagogy was begun, notably in the New York State normal school at Albany. It will be recollected that the Albany school was the fourth in the order of time that was established in this country, Massachusetts having previously organized three, none of which, however, had included the practice school feature. At Albany, this department was known as the "Experimental School" and was composed of about 100 children of the primary and grammar grades. The *modus operandi* was somewhat as follows:

Eight members of the senior normal class were detailed for duty in the experimental school, four as observers and four as teachers. One full week was allotted to observation and note taking. At the end of this time the observers were placed in charge of the classes. Special study and preparation were required for the class work in which sketches or plans of the lessons were an important adjunct. In giving the lessons the pupil teacher was expected to work according to his plans as he was under the special scrutiny of the supervisor of practice as well as his classmates detailed for duty with him. Every step taken in the lesson and the plan of the lesson itself thus became the subject of observation and subsequent criticism, notes being taken as the lesson progressed. From the observation and class practice the pupil teacher, if apt and enterprising, was promoted temporarily to the general charge and management of the school. In this way he obtained a tolerably clear idea of the various de-

grees of authority and responsibility in the conduct of the work.

The period of practice usually occupied two or even three weeks. During these periods the observers and practitioners were called together in the morning, and the work of each person was reviewed, analyzed, and criticised, questions were asked and answered, and generally a thorough canvass of the day's work was made. The manner and method of the teacher, the plan of his work, his management of the class, were probed and the ominous "why" and "wherefore" were demanded until *reasons* and *principles* were evolved and became a part of the teacher's pedagogical creed. These principles were actual deductions or inferences from examples afforded by the practice work and not merely the dicta of the text-book.

Superadded to the processes described were the lectures of the superintendent, and the study of Page's "Theory and Practice of Teaching," by the entire senior class under his direction. Under such training hundreds of enthusiastic teachers went out inspired by the new ideas thus breathed into them, and a work of reform was begun whose influence was felt and will be felt for generations yet to come.

This movement was virtually an attempt to introduce Pestalozzian principles and methods into our American schools. It was a recognition that there are *principles* in the processes of teaching when intelligently applied. It did much to break up that habit of blind groping so characteristic of those early days. It was practically the beginning of the era of the New Education. As the editor of THE JOURNAL was for some years a participant in the movement, he may well be trusted to amplify this necessarily brief and imperfect explanation of a method of teaching pedagogy by what may be called the laboratory method.

WILLIAM F. PHELPS.

Duluth, Minn.

Snowflake Play.

By ALICE E. ALLEN, New York.

May be given as a chorus-recitation, or sung to old tune, "This is the Way the Rain Comes Down," or to chorus of "Good Night, Ladies."

- (1) See the way the snow-clouds roll,
Way up in the sky,
See the way the snow-clouds roll,
All in January.
- (2) One by one, the snowflakes fall,
Little things on white wings,
One by one, etc.
All in January.
- (3) Merrily they trip along
Here and there thru the air,
Merrily, etc.
- (4) Thousands come to join the fun,
Thick and fast on the blast,
Thousands come, etc.
- (5) Down the North Wind dashes cold,
Sweep along fierce and strong.
Down the North, etc.
- (6) See him chase the snowflakes white,
In and out, round about.
See him chase, etc.

MOTIONS.

- Children stand in aisle or on stage.
- (1) Both hands held low toward left side, palms inward. Lift high to right, and sway to left on first line. To right and back to left on each following line. Drop gracefully at end of verse. Look up.
 - (2) Raise and lower hands, palms inward once on each line, alternating right and left. Watch hands.
 - (3) Hold corner of skirt in right hand and trip lightly, "catching step" forward, then backward as many steps as convenient.
 - (4) Sing, or recite, rapidly. Raise and lower both arms, palms inward, fluttering hands and fingers.
 - (5) Hands, palms inward, held high to left, brought down with sweeping motion to right twice on each line.
 - (6) Both corners of skirt held in hands. Poise lightly on tip-toe, and whirl twice to right, twice to left, twice entirely around.
- Instead of (2) and (4) a pretty snow-shower may be represented by using white tissue paper stars, which children drop, one at a time, watching them fall in (2) and several at a time blowing them to right and left, in (4).



By
BERTHA E. BUSH,
Iowa.

Description of an
enjoyable exercise
during the holiday
season.

Once upon a time, in the month of December, a teacher stood in front of the dearest little school in the world and asked, "What is coming next week, children?"

O, how the little hands flew up and how happy were the voices that replied, "Christmas, Christmas!"

"Why do we love Christmas?" asked the teacher and the dainty, clean little hands and the stubby dirty ones waved more gaily than before in eagerness to answer.

"Cause we gets things," said the biggest boy, ungrammatically (I am sorry to say this was not a model school), and the tiniest one piped up for all the baby class, "Santa Claus."

"Don't you know any other reason why we love Christmas?" asked the teacher.

Well they did know, the best trained of them, but the idea did not seem to have struck in. It belonged to the far off realm of the church and not to every-day living.

"It is not right," said the teacher to herself, "We make so much of gifts that the children do not get hold of the real meaning of Christmas," and she pondered long over a remedy.

Manifestly the cure was not to make little of the gift feature; that would be a medicine so bitter as to destroy all beneficial results—but to make more of the other side.

"I'll have a Madonna day," she said, and the result was so successful as to be a surprise even to her.

First, with much ceremony and as many little helpers as she could employ, she pinned upon the wall the Madonna that came as a supplement to her school journal and told the story of it with all the enthusiasm and skill that was in her. Then she asked the children to look for pictures of Baby Jesus at home and bring them if possible.

A Madonna Table.

Friday morning, the last day of school before Christmas, the long number table was covered with the finest and whitest tablecloth the teacher could procure and on it were ranged all the Madonna pictures she could collect, Perry pictures, Brown pictures, school journal supplements mounted on cardboard, and photographs, mounted and unmounted. It is astonishing how many reproductions of the most famous painting of the Holy Mother and Child may be picked up now-a-days. The table was full and all day long the children were free to go there and handle the pictures and talk about them.

Perhaps they liked it better as this freedom was never given to them on other days. This teacher believed in exercise, as much as possible on the playground and indoors in kindergarten games and calisthenics, but she maintained that a child coming into the school-room during intermissions should take his seat and occupy himself with a book or slate.

However much was due to the unaccustomedness, the children certainly enjoyed the day as much as they could enjoy anything. How they flocked around the long table and how tenderly they touched the pretty pictures! There was no need to say, "Talk softly." The hush that came over the school-room was the most wonderful thing about the day. The spirit of peace and quietness was fairly palpable. Not a child was naughty and every little face beamed with joy.

Some of the Children's Ideas.

And their comments! If only a reporter had been by to preserve them. The pencil of the busy teacher caught a few, but only a few.

"Oh," explained a very tiny girl in rapture as a fresh pile was brought out. "Oh, see what a lot of mores there are to look at!"

It was not always the prettiest pictures that the children lingered over. Some copies of the quaint, stiff, oldest masters brought ideas of which the teacher had not dreamed.

"O look," whispered Irene as she touched the "Virgin with Child and Angels" by Botticelli. "Maybe Little Lord Jesus is going to salute," and she pointed to the child's hand in just the position the school children take in saluting the flag.

Of another Botticelli picture, a small boy poet said tenderly, "I think this is prettiest because the mother is eyeing her baby."

"I think this is the prettiest," said another small boy, pointing to the aureole in the Carlo Dolci picture, "because the sun is there."

"I think this is prettiest," said pink-aproned Jennie of the Bodenhausen Madonna, "because she is hugging the baby."

"Yes," said practical little Sue, her chosen friend, "I guess that's because she thinks he will get cold."

Of the same Madonna another child said wisely. "That's where she's going down to the world. Maybe when she gets so far (pointing with chubby finger) she will see the ocean. Teacher, how can Mary and Jesus walk up to heaven? I don't see any place for her to walk!"

The Sistine Madonna was a universal favorite.

"I can see the clouds and I can see heads and heads of little angels," cried one child rapturously.

"Oh see those pretty positions," said another pointing to the cherubs at the Madonna's feet. "I can do those positions," and she straightway put herself into the attitude, first of one cherub and then of the other and neither she nor the small audience dreamed of any "showing off."

The two that really seemed to come closest to child nature were Raphael's "Madonna of the Goldfinch" and Titian's "Madonna of the Rabbit."

"O here's such a cute picture," exclaimed one after another, and the pleased amusement changed into a tone of wondering tenderness.

"Teacher," said a small girl, "Did the people who saw Jesus make these pictures?"

Not the ones who saw Jesus with bodily eyes but surely those who beheld the Holy Child with spiritual sight and passed the vision down to all succeeding generations. Where shall we find a more vivid source of inspiration for our little children than in these visions of the masters? The children sighed when the happy day came to an end, but they marched off with very gentle faces, every boy and girl echoing the wish of the tiny one who said, "Oh, I wish Little Lord Jesus was here now."

And the teacher, as she gathered up the pictures, felt that by means of them, that day, she had really followed the command, "Suffer little children to come unto Me."



Christmas Rose.



* SNOW SONG.

Words and Music by T. B. WEAVER.



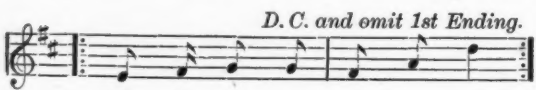
1. { (1) See the snow, see the snow!
See the snow, see the snow!



- (2) Fall - ing light - ly, shin - ing bright - ly, {
(Go to 2nd Ending.....)



- (3) Fly - ing through the air so light,
(4) Lit - tle chil - dren love the sight.



- { Lit - tle fair - ies from the (4) skies, }
{ (5) Danc - ing down be - fore our eyes. }

See the snow, see the snow!
Making cheery
Places dreary.

See the snow, see the snow!

- (7) From a land so far away,
We would gladly hear you tell,
Little snowflakes, where you dwell,
See the snow, see the snow!

- (8) 'Tis a happy winter day.

* The pupils standing in aisles may use the following gestures:
(1) Looking out of windows point to falling snow.
(2) Raising hands above heads and twirling fingers imitate falling snowflakes.

- (3) Same as (2), but motion from right to left, and vice versa.
(4) Point to sky.
(5) Same as (2).
(6) Clap hands lightly with glee.
(7) Same as (4).
(8) Same as (6).

Christmas in the School-Room.

By ROSE A. COOK, Wisconsin.

1. A Mother Goose Christmas Party.

Let the teacher, as Mother Goose, arrange with parents to have the children represent members of her numerous family. While working to have as many different characters as possible, there is no serious objection to having two Boy Blues, Bo-Peeps, etc. Each must be able if asked his name, to introduce himself in Mother Goose's own words, the jingle being sung or recited. Entertain with children's games, dancing (a Mother Goose quadrille is charming, but it requires much drill beforehand) and, lastly, the crowning feature of any party—the lunch! Let it be a case of “the mind shall banquet tho the body pine,” and consist of a great pie sent to the little Jack Horners and their friends, with the compliments of Santa Claus. Mother Goose may “put in her thumb” or her fork and distribute the “plums” according to their label. For instance, she “pulls out” a package marked “Little Boy Blue,” which is found to contain a horn; for little Miss Muffet there is a bowl, or

a whisk for driving away the spider; for Jack and Jill, a toy pail, each; for Simple Simon, a pie, or a penny with which to buy one; for Mistress Mary, a toy sprinkling-can; and so on thru the long list.

The pie is made in a dish-pan, and covered with brown paper cut and fastened to simulate pie-crust.

This exercise presupposes the teacher's intention of giving a small gift to each child. In districts where candy and oranges are no treat, a toy not to exceed five cents in value, gives more pleasure than anything else we have tried. The child's expectancy in opening the package, and surprise in discovering its contents, and in finding that he has something different from his neighbor, go to make up a state of enjoyment which cannot come from the doling out of box after box, or bag after bag, of candy.

2. Christmas in Foreign Lands.

Have children of other lands appear in the costume of their country, and tell how they celebrate Christmas. End with an American child, who will give a practical illustration of his celebration of Christmas. The gifts which the children have previously made for father and mother will be produced and distributed; and then Santa Claus will appear with a tree if possible and a small gift (in a stocking, perhaps) for each child.

3. Visit from Santa Claus' Little Girl.

Find a child unknown to the school, and with rouge, furs, and diamond dust, transform her into a little frost-fairy with rosy cheeks, snapping eyes, and dazzling hair. She may be appropriately named “Holly,” and in her own clear, crisp, little voice, may announce herself, whence she comes and what her mission;—how her busy papa is thus allowing her to help him in getting around to all the places on his list this year.

Do not fear that the child acting the part will lose her own ideal of Santa Claus. She will understand that she is only “acting”—that it is all “make-believe,” and she will not stay long enough to perceive that, to the other children she is really “Santa Claus' Little Girl.” She will come and go in a hurry, for she has much else to do. She will be drawn in a small wagon or cart by four little pages (also strangers, selected from the teacher's relatives or friends), to whom she will deliver whatever his Santaship has sent to the school, and they in turn will deliver it to the teacher.

After a vision of this kind, the children will have many new questions to ask the teacher, the idea of Santa having little children like themselves never having occurred to some. But the thought will be found helpful, emphasizing as it does the possibility, and even the necessity of all children's being a help to Santa Claus.

4. The Children's Own Tree.

Tell the children that they may have a tree this year, and trim it themselves. For a week or two before Christmas, let them make ornaments of paper and pasteboard, string pop-corn and cranberries, and make gifts for their parents and for each other. Let the whole thought be of giving, and doing for others. No Christmas exercise or party we ever had, proved of such thoro and rare enjoyment as this. No guests were invited for the last day; for, had father and mother come, they would have seen their gifts before the time was ripe. A little girl was bundled up and enacted the part, while the school recited—

“She has helped on the Crossley's Christmas-tree,
And carried Aunt Dinah a pound of tea;
And now she goes with a basket neat
To Grandmother Grumpy's, on Straggly street.

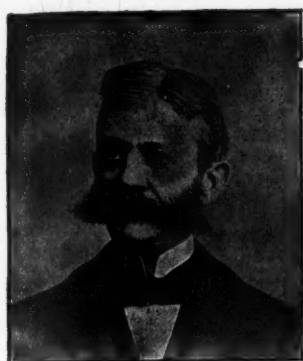
“Her cheeks are pink, and her nose is blue;
Jack Frost is pinching her fingers, too.
But she doesn't care for his pranks, because
She is running errands for Santa Claus!”

After Christmas songs, each child went home a veritable little Santa Claus, with mysterious packages to be delivered by *himself* on the day before Christmas.

5. At Home with Santa Claus after Christmas.

For use where the celebration is held after Christmas, as is sometimes done in Sunday schools.

Scene same as for No. 4, but in No. 4 the dialog takes place *before* Christmas, whereas in this exercise it takes



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place after Santa's visits have all been made. He returns home weary and worn, his slippers and rocker are brought out by his good wife, and they talk as in No. 4, up to a certain point where Santa says he is sure he has visited everyone on his list—every single one! But Mrs. Santa, upon looking over the book, discovers one name which has not been checked off. Can it be possible? Has that one been forgotten? It is the name of a certain school, and now nothing is left for it—"Not a single thing!" What is to be done? A happy thought comes to Mrs. Santa. She will sacrifice her fireplace for the dear little ones who have been forgotten. Of course, all things in Santa's house are made of "sugar and spice and everything nice;" and upon taking it apart, the fireplace is found to be made of layer upon layer of boxes of "goodies." These boxes may be obtained in the form of bricks, but plain ones answer the purpose also.

Another way of finding something for the forgotten ones, is the following: After the consternation caused by the discovery that absolutely nothing is left, have little Bo-Peep, Boy Blue, and others (Santa's children) peep over the back of a screen and sing to "Auld Lang Syne,"

Where there's a will, there is a way,
And if you'll let us try,
We'll help you find the things you want
For we have some laid by.

Santa eagerly begs them to come and help him, when they again sing, still from the background, They're in a corner of the room, Come, dear old Papa Santa Claus,
Just by the chimney place. And with us run a race.

Then they run from behind screen, and Santa joins them in a merry race and hunt for the "something."

6. Visit from Mr. and Mrs. Santa Claus.

Have a scene on stage, showing room in Santa Claus' house, with Mrs. Santa awaiting her husband's return from his trip round the world, to secure the names of those he intends visiting on Christmas eve. He comes with his big book; tells what he has seen and heard on his travels, remembers especially a certain school on a certain street in a certain city; is persuaded by Mrs. S. C. to make it a visit upon its last day before Christmas; and together they start off arriving soon among the children who sing and recite while Santa and his wife express their appreciation most heartily.

(This Christmas exercise should be given in a large room. The children's own class-room is preferable, but if that be too small use the school hall. Upon the stage, or across one corner of the class-room, build a little house, using whatever materials your own ingenuity and that of your friends suggest. Furnish the one room it contains simply, and in keeping with the tastes of Mr. and Mrs. Santa Claus. Have a large, old-fashioned bonnet and a shawl on a nail, to be worn by Mrs. Santa Claus later.

The object in giving the exercise in a large room is, that the home scene between Mr. and Mrs. Santa Claus may be sufficiently distant to appear realistic to the children.)

Mrs. S. C. (seated, sewing dolls' dresses; becomes restless; goes to window or door; looks out anxiously; sits down again and works).—I wonder what keeps him so long. Surely he ought to come soon. Why, in only three days Christmas will be here! and all these dolls and toys to get ready and packed by Christmas eve! It will take both of us, working night and day, to do it;—but who wouldn't be willing to work for those blessed little children! But dear me, it seems as if there were more of them this year than ever, for it never before took Santa so long to look them up. He's been gone—let me see—why, it's a whole month! and he's the fastest traveler I ever knew. No electric car, or steam engine, or flying machine, could go half so fast as those reindeer of his. Of course he had to go 25,000 miles to get round the earth; but, bless me! those reindeer could go ten

times that distance in a whole month! I wonder what is keeping him. Where's that last telegram he sent? (Fumbles around, Finds it, and reads.) "Expect me Saturday, Dec. 23. Think I have all the names. Santa." Well, this is Saturday, and this is Dec. 23; so he ought to be coming soon. Poor, dear man! He'll be so tired, but he won't mind it a bit—he loves those children so, that he is willing to travel from one end of earth to the other, for their dear sakes. I'll get his chair and slippers ready, and try to have him rest a little; but I'm afraid he'll say he can't until after Christmas. Hark! I think I hear footsteps. (Rises and goes to window or door, when footsteps are heard, and Santa Claus enters.)

Mr. S. C. (with immense book under his arm).—Well, well! Home at last, dear wife! Tired? Oh, no, not yet; no time for Santa Claus to get tired before Christmas! O, wife, you should have been with me. So many children; so many new little children since last year, and so many who wouldn't get a blessed thing but for me! But never mind; they'll be all right, for I took the name of every one;—and won't their eyes shine on Christmas morning! You see, I know exactly what each one wants, and so when I find that they have been very, very good, I mean to give them just that thing. No, I mustn't take off my coat, for I'll have to go to work again very soon; but I'll sit down a few moments while you tell me how everything has been at home since I've been gone. How are all our children?

Mrs. S. C.—Oh, so good! Mistress Mary hasn't been contrary once. And little Tom Tucker sings as sweetly for his supper—but only once a day. And Jack Horner actually gave away every one of his Christmas plums to the children of the poor old woman who lives in a shoe; and little Bo-peep and Boy Blue haven't been found sleeping at their post even once; and Jack Spratt and his wife eat so beautifully—why, there is always a little of the lean, as well as the fat, left on the platter now. And Tom, the piper's son, has stopped stealing pigs, and instead, he spends his time in teaching Simple Simon how to catch fish. I could tell you more good things about Tommy Green and Red Riding Hood and Cinderella and all the rest of our family; but first I want to hear what you have been doing, and where you have been.

Mr. S. C.—O, I've been clear around this whole world, writing, writing, all day and all night, the names of the children I'm going to visit on Christmas—and oh, my! won't some of them be surprised when they find out what I know about them! You see, they think Santa Claus is around only on Christmas eve. They forget that he has to go earlier, and that he keeps track of them in his great big book. Why, I've been in houses, and on street corners, and in churches, and in ever so many schools. You see, these days all the good children are in school, working and learning and doing their best. So when I wanted to find the very best children, I just went into the school-rooms, and there they all were. They couldn't see me, but I saw them, every one. Ha! Ha! Ha! (introducing rollicking guffaws wherever opportunity offers).

Mrs. S. C.—O, Santa, I wonder if you saw any of the little children who sent these letters (shows him a great pile); just see this pile that has come since yesterday—some from (looking them over at postmarks) Kamschatka, from Constantinople, from Yang-tse-kiang, from Boria-Boola, Fla., and some even from Milwaukee (mentioning children's own city—and any others desired).

Mr. S. C.—Yes, yes, yes; bless their dear hearts, I saw them all—and some of those Milwaukee children are the best I've found anywhere. O, wife, I wish you could see them; and you can in just about five minutes, if you'll come with me. Put on your shawl and bonnet. We'll get back in less than an hour, and it will do you

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good to see some of those tots in school. You know this is their last day.

Mrs. S. C.—O Santa, dear, I would like to go very much, and I'll be ready in a few minutes. (Dons bonnet and shawl, Santa assisting.) But what shall we take to the children when we visit them?

Mr. S. C.—Take? Why, nothing. I'm going to bring them all something on Christmas, and they won't expect anything to-day.

Mrs. S. C.—But, oh, Santa! those dear blessed little lambs, they always expect something when they see Santa Claus. You needn't take much—just a wee bit. We have so many things, we can spare just a little to-day, and then you can bring them the big things on Christmas.

Mr. S. C.—All right, mother dear. You always know what is best for the children. How I should ever get along without you, I'm sure I don't know. And the children! Bless me! they'd have to do without many a gift, if it were not for Mrs. Santa Claus. Just wait; I'm going to tell them all about it some day. Why, some of them don't even know that there is a Mrs. Santa Claus. Ha! Ha! Ha! They think I do it all! Come now, are you ready? There! We'll take this little bag along (they find it in some corner. It may contain toys, or candy, or oranges—whatever teacher wishes to give) and go to Milwaukee to that school on Blank street. I think they call it the First Ward school. There's a nice little class there, with a Miss Book, or Look, or Cook, or something like that, for teacher. Come,

now (they leave house, and wander down to where children sit). Ha! Here we are! See them all! Aren't they nice little children? Just see how bright their eyes are! How d'you do, children? This is my wife, Mrs. Santa Claus (bowings and greetings), and we've come to visit you, and to see how you do in the school. Come, now, won't you show us what you've been learning this year? Can you count? Yes? And read? And spell? Well, well; let us see.

Mr. Santa Claus gives a few words and examples; also asks for song or recitation. No "pieces" are to be rendered until this point where the children's part of the program begins, and may be continued as long as desired, all, of course, having been pre-arranged by the teacher. They will enjoy entertaining Santa, who must show his appreciation in hearty, jolly exclamations and laughs and side remarks to Mrs. Santa, the teacher, and even to the children. Much depends upon the Santa chosen, who must be free and frank and hearty with the little ones. After the children have done their part, Santa distributes his gifts and departs—or he may hurry away, leaving the bag with the teacher for distribution. If no gifts are brought, the text may be slightly changed, and Santa may leave with promises of a visit and "something else" from him on Christmas eve at their homes.

"Never quit certainty for hope." Never take a medicine of doubtful value instead of Hood's Sarsaparilla which is sure to do you good.

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Established 1870, published weekly at \$2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE, monthly, \$1 a year; THE PRIMARY SCHOOL, monthly, \$1 a year; EDUCATIONAL FOUNDATIONS, monthly, \$1 a year; OUR TIMES (Current Events), semi-monthly, 50 cents a year; ANIMALS, monthly, \$1.50 a year; and THE PRACTICAL TEACHER, monthly, 30 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free. E. L. KELLOGG & CO., 61 E. Ninth Street, New York

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NEW-YORK-AND-CHICAGO

[Entered at the N. Y. P. O. as second-class matter.]

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The Educational Building,

61 E. NINTH STREET, NEW YORK.

267-269 WABASH AVE., CHICAGO.

THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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Will be furnished on application. The value of THE SCHOOL JOURNAL as an advertising medium is unquestioned. The number and character of the advertisements now in its pages tell the whole story. Circulating as it does among the principals, superintendents, school boards, and leading teachers, there is no way to reach this part of the educational field so easily and cheaply as thru its columns.

Interesting Notes.

South Africa's Uncrowned King.

Without doubt Cecil Rhodes is the most picturesque figure, next to Oom Paul, in the Anglo-Transvaal war. He is the mightiest millionaire of the age. Others may have more money, but he possesses the power and ability to shape the destiny of South Africa. This son of a minister, who was sent to South Africa to improve his health has added an empire within a few years to England's territory, and has become the modern Colossus of Rhodes. The Boers blame him for the Jameson raid and other troubles, and would rather capture him than a dozen Kimberleys.

He was born on July 5, 1853, his father, the Rev. Francis William Rhodes, being vicar of Bishop's Stortford, a town about



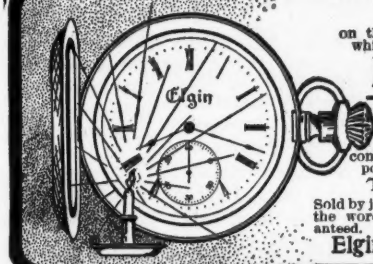
CECIL RHODES.

twenty-five miles from London. His South African experience began in 1869 when, on account of weak lungs, he went to live on his brother's plantation in southern Natal. The doctor who sent him there said he could not live six months. If his prediction had come true the history of South Africa would have been different.

It is sufficient to say that Cecil and his brother were on hand when diamonds were discovered at Kimberley and that they realized a fortune in short order. The brother died and Cecil pushed the mining enterprises and organized the British South Africa Company, through which the vast region now known as Rhodesia has been added to the British possessions.

One of his most intimate friends, speaking of the object of this man's life, remarked that "Mr. Rhodes has no more doubt of the divine mission of the English folk than had Joshua of the divine call of ancient Israel. No argument can convince Mr. Rhodes that the Ruler of this universe intended the choicest portions of the world to be infested by Portuguese or pygmies.

"Whoever fails to grasp the distinctly religious conception which underlies Mr. Rhodes's conception of the universe will fail to understand him. He is not a re-



A Little Light
on the watch subject is found in our new booklet, which all are invited to send for—free of cost.

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ligious devotee. Religion, in the ordinary sense of the word, is not his strong point. But in the old Roman sense of the word, Mr. Rhodes is extremely religious. Patriotism is to him a religion as much as ever it was to the heroes whose devotion to their country made their patriotism a standard which has hardly ever been reached."

Rhodes believes in the Anglo American alliance. Even more than that. "It is the greatest pity," he used to say, "that England and America are separate. United they could dictate terms to the rest of the world, and there would be an end to wars. There would be no need of wars if England and America were one and could have everything they want."

The Ruler of Abyssinia.

Menelik, who has just sent an army westward, for some purpose, probably to make trouble for the British, is the most powerful, independent native ruler yet left in Africa. He is certainly not a bad king tested by the standard of rulers in the East, where they are often cruel and oppressive.

It will be remembered that the British had an unpleasant experience with Theodore, his predecessor on the throne of Abyssinia. Menelik, however, did not get his position directly on the death of Theodore, for the throne was taken in 1868 by Ras Kassa, who had had friendly treatment from the British while he was only a chief and who called himself King John of Ethiopia. When Theodore died Menelik who was then twenty-six, with a few brave followers, succeeded in conquering the country of Shoa, over which he became king.

Then he had many battles with John. When the latter was killed in a battle with the dervishes in 1889, Menelik was able to proclaim himself "king of kings," and to become ruler of all Abyssinia. Perhaps the greatest achievement of Menelik's life was his victory over the Italians and their allies, on March 1, 1896, when, after a desperate conflict among the mountains and passes of Adua, four thousand Italians were killed and all their artillery captured. Some months ago the British government for several reasons thought it necessary to send a special mission to Abyssinia, assuring Menelik of friendliness, making him certain presents, and proposing a treaty for trade.

Chamberlain as an Imperialist.

A quarter of a century ago no one would have dreamed that Joseph Chamberlain would become famous as one of the most famous exponents of imperialism. At that time he was considered as a red republican—almost a communist. He was largely accountable for the convention of Pretoria, whereby quasi-independence was secured to the Transvaal. The Chamberlain of to-day differs from the Chamberlain of the old days when Gladstone was fighting for home rule.

It was precisely this question of home rule which impelled Mr. Chamberlain to enter upon the course which he has ever since steadily pursued. Mr. Gladstone's Irish policy was abhorrent to him, and so he formed a party of his own, which he styled the Liberal Unionist. When the Conserva-

tives came into power they welcomed him and the result is that we see him to-day secretary of state for the colonies and as pronounced a Tory as Disraeli ever was. The queen considers him the most dashing defender of imperialism and the throne. Physically and intellectually Mr. Chamberlain is well equipped for the position which he holds. As a debater he is ready, though not eloquent. His voice is clear, musical and penetrating, and his sentences are neatly constructed and generally short. His manner is conciliating and persuasive. Though past sixty he looks no more than forty years of age.

The Transvaal's President.

President Kruger, of the Transvaal republic, is a notable man in many respects. Endowed at his birth with great physical strength and mental vigor, he is now, in his eightieth year, a picture of a stalwart patriarch. To him there are only two great powers in the world—the Transvaal and Great Britain. He admires Great Britain. After the last Transvaal war he visited Great Britain and attracted much attention.

Pasteboard Shingles.

In Japan thick tarred pasteboard has recently come into use in place of wood for shingling roofs.

Young Girls

How easy it is for young girls to go into the "decline." They eat less and less, become paler and paler and can hardly drag through the day. They are on the steady downward course. Iron does them no good; strychnine and biters all fail. They need a food that will nourish them better, and a medicine that will correct their disease.

Scott's Emulsion

is both of these, elegantly and permanently combined. The Cod-Liver Oil makes the blood richer, and this gives better color to the face. The hypophosphites of lime and soda act as a strong tonic to the nerves. Soon the weight increases, the digestion improves and health returns.

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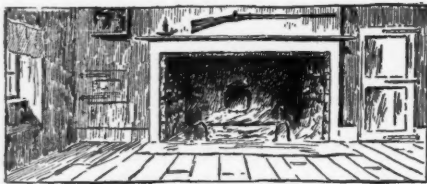
Christmas Cooking in Olden Times.

By DR. W. A. MOWRY, Massachusetts.



In the houses in which your great-grandmother and her mother and grandmother and great-grandmother lived, the fireplace was not confined to a corner of the room, nor did it burn sticks fifteen or eighteen inches long. In the oldest house now standing in Rhode Island the fireplace was nearly ten feet long and about four feet in depth. Its back and sides were of stone, nearly two feet thick, and the chimney, thirteen feet by six, did not begin to narrow, as it went upward, until it reached the roof. This fireplace made an excellent playhouse when the fire was out, and children found great delight in watching the stars from their seat in the chimney corner.

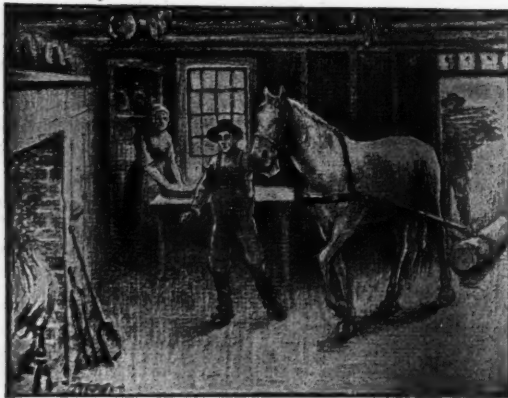
At first this open fireplace, with the fire burning in the center, was the only means for cooking which our ances-



A Colonial Fireplace.*

tors possessed. When they were able to build larger houses, with two, four, or eight rooms, even two stories high, they still had the great hearths; not one alone, but one in each of the principal rooms, and sometimes in the chambers. As time went on, stone or brick ovens were built by the side of the fireplaces, and frequently tin or "Dutch" ovens were brought across the ocean and used in case of need. Let us look into one of these old houses on a Saturday, or "baking day," and notice some of the pleasures and inconveniences of cooking in olden time.

When Mother Brown rises at half past four in the morning she dresses quickly, for the coals, which had been carefully covered up, have given out little heat during the bitter cold night. Before she can wash her hands and face she must start up the fire, for all the water in the house is frozen. She carefully rakes off the ashes from the coals which are still "alive," deftly lays on them

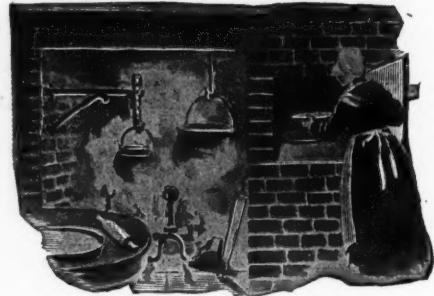


Hauling in a Backlog.*

a few shavings and pieces of bark, and, when they begin to burn brightly, piles upon them small and then larger sticks of wood. Now Father Brown and John, the hired man, who have come in from doing the chores, lift on to the fire one of the six foot logs, three or four feet in circumference, which have been previously brought in. Then Mother Brown calls the children. Ruth, the eldest, is already nearly dressed; Mehitable, just in her teens, is

soon ready; while Polly, "the baby," nearly eight year old, finds it hard work to crawl out from between the sheets. The boys are even harder to rouse, for mother has to call Nathaniel, aged eleven, three times before he appears, and Joseph, two years younger, is slower still.

We will not stop to notice the breakfast, which is eat-



Cooking in a Colonial Kitchen.*

en, and the dishes washed long before the sun rises. Now the outside door opens and in comes the old white horse, hauling a great backlog. John unhitches the chain and rolls the log upon the fire. This done, the horse goes out at the door opposite the one he entered. Father Brown brings in several armfuls of brush and heavier sticks and throws them down near the fireplace.

As this is baking day, the oven must be made ready. The great brick oven, one side of which makes also one side of the fireplace, is filled with the brush and light wood, which is soon burning briskly. For an hour the fire is kept up, new wood being thrown in when necessary; then it is allowed to go out. Meanwhile Mother Brown and Ruth are busy—mixing and rolling, sifting rye and Indian meal, stirring up eggs, and adding milk and butter. By the time the oven is heated the cooks are ready to use it; and Mehitable rakes out the coals and ashes with a long stick, shaped like a shepherd's crook.

First the pans of "rye 'n' Injun" bread are laid in the oven, away back at the farther end. Then the "pandowdy" or great apple pudding and the "Injun" pudding are placed in front of the bread. While the bread and the puddings are baking, two tin ovens are brought in and prepared for use. These Dutch ovens are mere sheets of metal curved around into more than half a circle, with the opening placed toward the fire. A long iron rod runs thru from side to side of the oven on which the meat for roast is to be spitted. Mother Brown removes one of the spits and thrusts it thru a piece of beef, and in the same way spits a fat turkey on the other. Here is work for little Polly, upon whom rests the task of frequently turning the spit so that the meat is evenly roasted.

Later in the day, when the bread is baked, the oven is heated again and filled with pies—apple, mince, squash, and pumpkin. By the time these are baked the day is done. The coals on the hearth are covered with ashes and the tired cooks gladly retire for the night.

On other days meat is boiled in pots that are hung from the crane, a long, swinging, iron rod which reaches directly over the fire or may be turned out into the room. Upon the hearth potatoes are baked, corn is roasted, and other primitive forms of cooking are used. We have made a long step from the Indian's open fire and his simple cooking to the brick and tin ovens and the metal pots and kettles of our ancestors; but is it not a longer step to the coal, oil, and gas ranges of to-day?

From advance sheets of a book about "American Inventions and Inventors," by Dr. Mowry, published by Silver, Burdett & Company, Boston, New York, and Chicago.



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Spain Still Holds Philippine Islands.

Owing to the ignorance of the Spanish-American peace treaty commissioners, three islands of the Philippine group, the two Batanenes and the Catalian islands, both north of Luzon, were not included in the scope of the treaty. Spain wants to make these the basis of negotiations for the liberation of the Spanish prisoners.

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Albert M. Williams, A. M., M. D., of Bradford, Pa., says: "I have rarely been disappointed in controlling pain, if the pain was of a character to be controlled by medicine. In severe neuralgias or any severe form of pain, my method is to prescribe a five-grain tablet of Antikamnia—crushed—to be given every hour till the pain ceases. I seldom use morphia or opium in any form. I have seen so many unfortunate victims of the opium habit that I shun its use, and Antikamnia is my sheet anchor. The effects of opium and its alkaloids, too, are most disagreeable to many people. I always suffered untold misery when I had taken even a small dose of morphia; itching and nausea especially, continuing for about two days. There is none of this following the use of Antikamnia, and I have never heard of a victim of the Antikamnia habit. I have yet to see the first case where any alarming symptoms have followed its administration."

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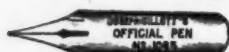
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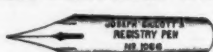
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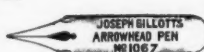
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Reserve Liabilities	233,058,640 68
Contingent Guarantee Fund	42,238,684 68
Dividends Apportioned for the Year	2,220,000 00
Insurance and Annuities in Force	971,711,997 79

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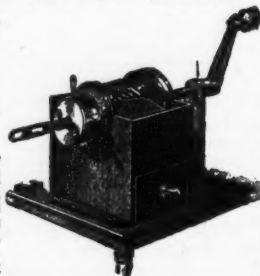
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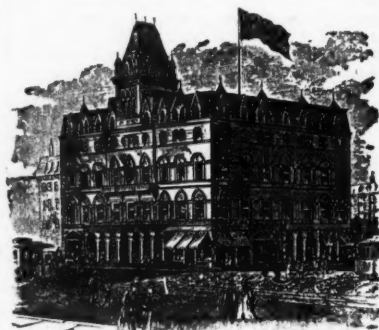
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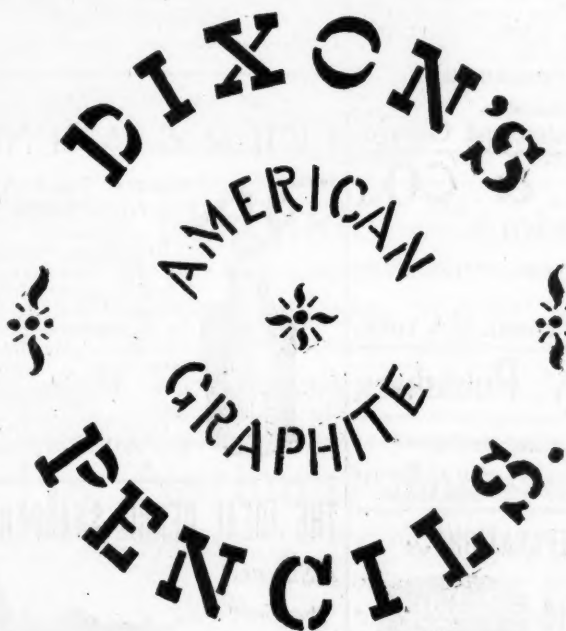
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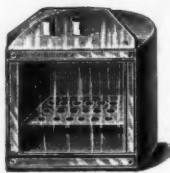
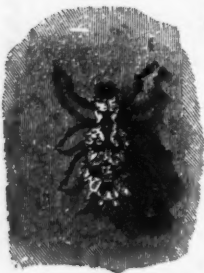
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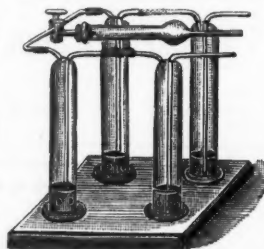
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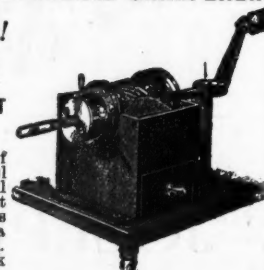
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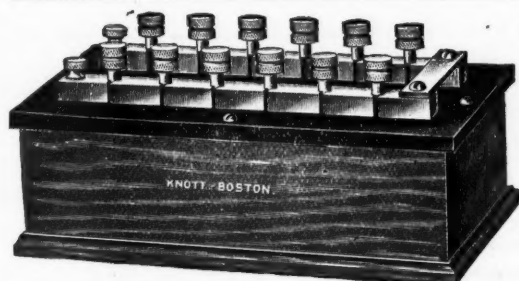
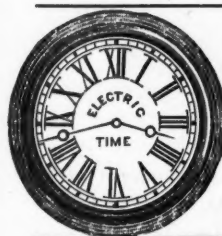
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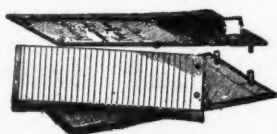
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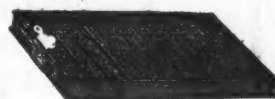


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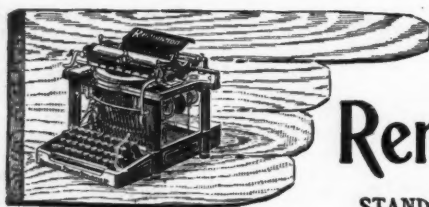


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